



Government of **Western Australia**
School Curriculum and Standards Authority

Western Australian Curriculum

Languages | Punjabi

Scope and sequence | Pre-primary–Year 10

Revised curriculum | For familiarisation in 2026

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

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Overview

The current Western Australian Curriculum: Languages was adopted and adapted from the Australian Curriculum version 8.4.

Western Australia provided feedback to the Australian Curriculum, Assessment and Reporting Authority (ACARA) during the consultation for the Australian Curriculum.

The proposed revisions to the Western Australian Curriculum: Languages, Punjabi are adopted and adapted from the Australian Curriculum version 9.

Guide to reading this document

The Scope and sequence Western Australia Curriculum: Languages, Punjabi shows the proposed content across the years of schooling from Pre-primary to Year 10.

The Scope and sequence for Languages shows the **mandated** curriculum for teaching, written as **content descriptions** across year levels so that a sequence of content can be viewed across the years of schooling from Pre-primary to Year 10. The **examples** illustrate the content and are **not mandated**.

The document is organised by two Languages strands: Communicating and Understanding language and culture.

The **Communicating** strand includes **Interacting in Punjabi**; **Mediating meaning in and between languages**; and **Creating text in Punjabi**.

The **Understanding language and culture** strand includes **Understanding systems of language**; and **Understanding the interrelationship of language and culture**.

The table below presents the subject organisation for the Pre-primary to Year 10 Languages, Punjabi curriculum.

| | | |
|---|---|--------------------------|
| Languages | | |
| Punjabi | | |
| Communicating | | |
| Interacting in Punjabi | Mediating meaning in and between languages | Creating text in Punjabi |
| Understanding language and culture | | |
| Understanding systems of language | Understanding the interrelationship of language and culture | |

Pre-primary–Year 6

Strand: Communicating

Sub-strand: Interacting in Punjabi

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|---|---|---|---|--|
| <p>Share simple information</p> <p>For example:</p> <ul style="list-style-type: none"> respond to simple questions about themselves, such as ਮੇਰਾ ਨਾਮ ਲੂਸੀ ਹੈ। ਮੈਂ ਚਾਰ ਸਾਲ ਦੀ ਹਾਂ। use simple expressions for celebrations, such as ਜਨਮ ਦਿਨ ਦੀਆਂ ਵਧਾਈਆਂ। use exclamations, such as ਵਾਹ ਜੀ ਵਾਹ! | <p>Share simple information about themselves</p> <p>For example:</p> <ul style="list-style-type: none"> introduce themselves, such as ਮੇਰਾ ਨਾਮ ਮਨਮੀਤ ਕੌਰ/ਸਿੰਘ ਹੈ। ਮੈਂ ਸੱਤ ਸਾਲ ਦੀ/ਦਾ ਹਾਂ। exchange information about themselves using puppets to perform role-plays ask and respond to simple questions, such as ਤੇਰਾ ਨਾਮ ਕੀ ਹੈ? describe | <p>Share information about themselves and family</p> <p>For example:</p> <ul style="list-style-type: none"> use phrases and simple statements to talk about themselves, such as ਮੇਰਾ ਨਾਮ ਮਨਮੀਤ ਕੌਰ/ਸਿੰਘ ਹੈ। ਮੈਂ ਸੱਤ ਸਾਲ ਦੀ/ਦਾ ਹਾਂ। ਮੈਂ ਆਪਣੇ ਮਾਤਾ ਪਿਤਾ ਨਾਲ ਰਹਿੰਦੀ ਹਾਂ। ਮੇਰਾ ਜਨਮਦਿਨ 1 ਅਗਸਤ ਨੂੰ ਹੈ। ਮੇਰੇ ਕੋਲ ਇੱਕ ਪਾਲਤੂ ਕੁੱਤਾ ਹੈ। talk about their family, such as ਮੇਰੇ ਪਿਤਾ ਜੀ ਡਾਕਟਰ ਹਨ। ਮੇਰੀ ਇੱਕ ਛੋਟੀ | <p>Participate in exchanges, sharing information about themselves and others</p> <p>For example:</p> <ul style="list-style-type: none"> share information about themselves and others using modelled sentences, such as ਮੇਰੇ ਭਰਾ ਦਾ ਨਾਮ ਗੁਰਪ੍ਰੀਤ ਹੈ। ਉਸ ਦੀਆਂ ਅੱਖਾਂ ਭੂਰੀਆਂ ਹਨ। ਮੇਰੀ ਭੈਣ ਨੌਂ ਸਾਲ ਦੀ ਹੈ। ਉਸਨੂੰ ਨੈੱਟਬਾਲ ਖੇਡਣਾ ਚੰਗਾ ਲੱਗਦਾ ਹੈ। exchange information | <p>Participate in, and begin to initiate, short exchanges about daily life</p> <p>For example:</p> <ul style="list-style-type: none"> share information about home and school routines, such as ਅੱਜ ਮੇਰੀ ਵਿਗਿਆਨ ਦੀ ਜਮਾਤ ਹੈ। ਮੈਂ ਸਵੇਰੇ 7 ਵਜੇ ਸਕੂਲ/ਵਿਦਿਆਲੇ ਜਾਂਦਾ ਹਾਂ। ask and respond to questions about personal interests and routines, such as ਤੂੰ ਸ਼ਨੀਵਾਰ ਨੂੰ ਕੀ ਕਰਦੀ ਹੈ? ਸ਼ਨੀਵਾਰ | <p>Participate in, and initiate, short exchanges about homes and neighbourhoods</p> <p>For example:</p> <ul style="list-style-type: none"> exchange information about their home using modelled language, such as ਮੇਰੇ ਘਰ ਦੀ ਛੱਤ ਬਹੁਤ ਉੱਚੀ ਹੈ। ਤੁਹਾਡੇ ਬਗ਼ੀਚੇ ਵਿੱਚ ਕਿਹੜੇ ਕਿਹੜੇ ਦਰਖਤ ਲੱਗੇ ਹੋਏ ਹਨ? ਸਾਡੇ ਬਗ਼ੀਚੇ ਵਿੱਚ ਅਮਰੂਦ, ਅੰਬ, ਕੇਲੇ, ਸੇਬ ਅਤੇ ਅਨਾਰ ਦੇ ਦਰਖਤ ਲੱਗੇ ਹੋਏ ਹਨ। exchange information | <p>Participate in, and initiate, extended exchanges about their worlds</p> <p>For example:</p> <ul style="list-style-type: none"> share information about leisure activities and interests, such as ਸਕੂਲ/ਵਿਦਿਆਲੇ ਤੋਂ ਆਉਣ ਤੋਂ ਬਾਅਦ ਮੈਂ ਬਾਹਰ ਖੇਡਣ ਜਾਂਦਾ ਹਾਂ। ਤੁਸੀਂ ਸਕੂਲ/ਵਿਦਿਆਲੇ ਤੋਂ ਆਉਣ ਤੋਂ ਬਾਅਦ ਕੀ ਕਰਦੇ ਹੋ? ਤੁਸੀਂ ਗਰਮੀ ਦੀਆਂ ਛੁੱਟੀਆਂ ਵਿੱਚ ਕਿੱਥੇ ਘੁੰਮਣ ਜਾਓਗੇ? ask and respond to questions that elicit information about friends, |

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------|--|---|---|---|---|--|
| | <p>themselves when using dress-up clothes, masks and props, such as ਮੈਂ ਇੱਕ ਸ਼ੇਰ ਹਾਂ। ਮੈਂ ਬਹੁਤ ਤਾਕਤਵਰ ਹਾਂ।</p> | <p>ਭੈਣ ਹੈ। ਉਸਨੂੰ ਪੜ੍ਹਨਾ ਪਸੰਦ ਹੈ।</p> <ul style="list-style-type: none"> express likes/dislikes, such as ਮੈਨੂੰ ਅੰਬ ਅਤੇ ਅਨਾਰ ਖਾਣੇ ਚੰਗੇ ਲੱਗਦੇ ਹਨ। ਮੈਨੂੰ ਤੈਰਨਾ ਬਹੁਤ ਪਸੰਦ ਹੈ। | <p>about themselves related to days of the week, months or seasons, such as ਮੇਰਾ ਜਨਮਦਿਨ ਸੌਮਵਾਰ ਨੂੰ ਹੈ। ਤੇਰਾ ਜਨਮਦਿਨ ਕਦੋਂ ਹੁੰਦਾ ਹੈ? ਮੇਰਾ ਜਨਮਦਿਨ ਜੁਲਾਈ ਵਿੱਚ ਹੁੰਦਾ ਹੈ।</p> <ul style="list-style-type: none"> ask and respond to questions about likes/dislikes, such as ਤੁਹਾਨੂੰ ਕੀ ਖੇਡਣਾ ਪਸੰਦ ਹੈ? ਮੈਨੂੰ ਫੁੱਟਬਾਲ ਖੇਡਣਾ ਬਹੁਤ ਪਸੰਦ ਹੈ। ਮੈਨੂੰ ਉੱਚੀ ਆਵਾਜ਼ ਚੰਗੀ ਨਹੀਂ ਲੱਗਦੀ। use modelled expressions to support interactions with others such as, ਵਾਹ! ਬਹੁਤ ਵਧੀਆ! ਹਾਂਜੀ। | <p>ਨੂੰ ਮੈਂ ਗਿੱਧਾ ਸਿੱਖਣ ਜਾਂਦੀ ਹਾਂ। ਤੂੰ ਸੈਰ ਤੇ ਕਦੋਂ ਜਾਂਦੀ ਹੈ? ਮੈਂ ਹਰ ਰੋਜ਼ ਸੈਰ ਤੇ ਜਾਂਦੀ ਹਾਂ।</p> <ul style="list-style-type: none"> discuss likes/dislikes and give reasons, such as ਮੈਨੂੰ ਫੁੱਟਬਾਲ ਖੇਡਣਾ ਪਸੰਦ ਹੈ ਕਿਉਂਕਿ ਮੈਂ ਤੇਜ਼ ਭੱਜਦਾ ਹਾਂ। ਮੈਂ ਪੰਜਾਬੀ ਗਾਣੇ ਸੁਣਨਾ ਪਸੰਦ ਕਰਦੀ ਹਾਂ। use strategies to initiate conversation, say a greeting, keep eye contact, encourage each other during a conversation or ask for clarification, such as ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ, ਤੁਸੀਂ ਬਹੁਤ ਵਧੀਆ ਲਿਖਿਆ। ਮੈਨੂੰ ਸਮਝ | <p>about neighbourhoods, such as ਸਾਡੇ ਸਬੱਰਬ ਵਿੱਚ ਇੱਕ ਲਾਇਬ੍ਰੇਰੀ ਅਤੇ ਇੱਕ ਹਾਕੀ ਦਾ ਮੈਦਾਨ ਹੈ।</p> <ul style="list-style-type: none"> ask for and give directions to places around home/neighbourhood using print/digital map, such as ਪਹਿਲਾ ਸਿੱਧੇ ਜਾਓ, ਫਿਰ ਖੱਬੇ ਮੁੜ ਜਾਓ। use conversation strategies to support exchanges, such as ਹਾਂਜੀ। ਅੱਛਾ ਜੀ। ਹਾਂਜੀ ਮੈਂ ਤੁਹਾਡੇ ਨਾਲ ਸਹਿਮਤ ਹਾਂ। ਚਲੋ ਹੁਣ ਤੁਹਾਡੀ ਵਾਰੀ। ਉਹ ਇਹ ਤਾਂ ਬਹੁਤ ਬੁਰਾ ਹੋਇਆ। share information about local | <p>families, heroes or cultural icons, such as ਕੀ ਤੁਹਾਡੀ ਕੋਈ ਭੈਣ ਜਾਂ ਭਰਾ ਹੈ? ਹਾਂਜੀ ਮੇਰੀ ਇੱਕ ਵੱਡੀ ਭੈਣ ਹੈ। ਤੇਰੀ ਪੱਕੀ ਸਹੇਲੀ ਦਾ ਕੀ ਨਾਮ ਹੈ? ਮੇਰੀ ਪੱਕੀ ਸਹੇਲੀ ਦਾ ਨਾਮ ਸਾਰਾਹ ਹੈ।</p> <ul style="list-style-type: none"> negotiate a shared experience, for instance arranging to go to the cinema, such as ਸੁਮੀਤ ਕੀ ਤੂੰ ਮੇਰੇ ਨਾਲ ਫਿਲਮ ਦੇਖਣ ਚੱਲੇਗਾ? ਹਾਂ, ਕਦੋਂ ਚੱਲੀਏ? ਅਸੀਂ ਸ਼ਨੀਵਾਰ ਨੂੰ ਚੱਲਾਂਗੇ। use conversation strategies, including active listening skills and turn-taking cues to support the exchange of ideas and information, |

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|---|---|---|---|---|
| | | | | ਨਹੀਂ ਆਈ ਕਿ ਤੁਸੀਂ ਕੀ ਕਿਹਾ, ਕੀ ਤੁਸੀਂ ਦੁਬਾਰਾ ਦੱਸ ਸਕਦੇ ਹੋ? | community events and special celebrations using modelled language, such as ਅਸੀਂ ਐਤਵਾਰ ਨੂੰ ਵਿਸਾਖੀ ਮੇਲੇ ਤੇ ਜਾਵਾਂਗੇ। ਮੈਂ ਆਪਣੀਆਂ ਹੋਰ ਸਹੇਲੀਆਂ ਨੂੰ ਵੀ ਪੁੱਛ ਲਵਾਂਗੀ। | such as ਅੱਛਾ, ਹਾਂਜੀ, ਓਹ, ਹਾਂਹ, ਹੈਂ, ਕੀ ਇਹ ਤੇਰਾ/ਤੁਹਾਡਾ ਹੈ? ਹਾਂਜੀ/ਨਹੀਂ ਜੀ ਇਹ ਮੇਰਾ ਹੈ/ਨਹੀਂ ਹੈ। ਭੈਣ ਜੀ/ਅਧਿਆਪਕ ਜੀ ਮੈਨੂੰ ਸਮਝ ਨਹੀਂ ਲੱਗੀ। |
| Engage in play-based learning exploring modelled language For example: <ul style="list-style-type: none"> participate in experiences, such as dress-ups, puppets, and pretend cafés use expressions when playing with friends, | Engage in play-based learning using modelled language For example: <ul style="list-style-type: none"> explore language in scenarios, such as playing shops or visiting a restaurant, using simple language participate in games, such as Bingo, Memory, | Engage in play-based learning using modelled language For example: <ul style="list-style-type: none"> participate in activities that involve sorting, guessing, matching or choosing objects, using modelled questions and responses, such | Participate in activities using some modelled language to complete tasks and play games For example: <ul style="list-style-type: none"> participate in a role-play for shopping using play money and dress-up clothes, such as ਇਸ ਦੀ ਕੀਮਤ ਕੀ ਹੈ? ਇਸ ਦੀ | Participate in collaborative activities using a range of familiar and modelled language For example: <ul style="list-style-type: none"> work in groups to create a class profile with information collected from peers, such as creating a chart | Participate in collaborative activities that involve planning to share information, preferences and ideas For example: <ul style="list-style-type: none"> collaborate with others to plan presentations or performances for school | Participate in collaborative activities that involve planning and negotiating to share information, preferences and ideas For example: <ul style="list-style-type: none"> work collaboratively to create and perform role-plays that |

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|--|---|---|--|---|
| <p>such as ਵਾਹ! ਹੁਣ ਮੇਰੀ ਵਾਰੀ।</p> <ul style="list-style-type: none"> experiment with language through participating in songs, stories, dances, rhymes or games, and use non-verbal forms of expression, such as clapping, gestures and facial expressions | <p>Simon Says and Fruit Salad</p> <ul style="list-style-type: none"> participate in songs, rhymes and chants, such as ਕਿੱਕਲੀ ਕਲੀਰ ਦੀ, ਚੰਦਾ ਮਾਮਾ | <p>as Bingo cards with images, to represent various greetings and classroom phrases</p> <ul style="list-style-type: none"> participate in traditional and contemporary games, such as ਅੱਕੜ ਬੱਕੜ ਬੰਬੇ ਬੇ and ਪਿੱਠੂ develop the use of non-verbal expression and cues, such as clapping, head gestures, eye contact and facial expressions, to convey meaning, understanding and express emotion | <p>ਕੀਮਤ ਦਸ ਡਾਲਰ ਹੈ।</p> <ul style="list-style-type: none"> use modelled language to play games that involve active listening, exchanging information and negotiating turns, such as ਹੁਣ ਮੇਰੀ ਵਾਰੀ। ਥੋੜ੍ਹਾ ਮੈਂ ਲਿਖਦਾ ਹਾਂ ਬਾਕੀ ਤੁਸੀਂ ਲਿਖੋ। ਮੈਂ ਇਹ ਕੱਟ ਦਿੰਦਾ ਹਾਂ ਤੁਸੀਂ ਚਿਪਕਾਓ। ਕੀ ਅਸੀਂ ਇਕੱਠੇ ਖੇਡ ਸਕਦੇ ਹਾਂ? compliment and encourage each other during collaborative tasks, such as ਵਾਹ! ਤੂੰ ਬਹੁਤ ਵਧੀਆ ਲਿਖਿਆ। | <p>or database to identify favourite sports, food or colours</p> <ul style="list-style-type: none"> work together in activities to follow procedures or give instructions for cooking and craft activities or science experiments, using modelled language, such as ਸਭ ਤੋਂ ਪਹਿਲਾਂ 100 ਗ੍ਰਾਮ ਆਟਾ ਪਾਣੀ ਵਿੱਚ ਮਿਲਾਓ, ਫਿਰ ਉਸ ਵਿੱਚ ਇੱਕ ਚਮਚ ਲੂਣ ਪਾਓ। ਇਹਨਾਂ ਨੂੰ ਤਰਤੀਬ ਨਾਲ ਰੱਖੋ। make shared decisions about content, design and digital tools when creating | <p>assemblies or community events, using modelled language, such as ਹੋਲੀ, ਸਦਭਾਵਨਾ ਦਿਵਸ, ਅੱਜ ਅਸੀਂ ਤੁਹਾਡੇ ਸਾਮਣੇ ਪੇਸ਼ ਕਰਨ ਜਾ ਰਹੇ ਹਾਂ।</p> <ul style="list-style-type: none"> give and respond to instructions when participating in cooperative activities, like germinating seeds, such as ਬੀਜ ਪੁੰਗਰਾਉਣ ਦੀ ਵਿਧੀ: ੧. ਪਹਿਲਾ ਬੀਜ ਨੂੰ ਗਿੱਲੀ ਰੂੰ ਵਿੱਚ ਰੱਖੋ ੨. ਰੋਜ਼ ਰੂੰ ਨੂੰ ਗਿੱਲਾ ਰੱਖੋ ਅਤੇ ਧੁੱਪ ਲਗਵਾਉ। give and respond to instructions to solve | <p>involve asking for or giving prices, or using appropriate gestures, expressions and negotiation skills, such as ਅੰਬ ਕਿੰਨੇ ਦੇ ਹਨ। ਤੁਹਾਡੇ ਰੈਸਟੋਰੈਂਟ (ਭੋਜਨਘਰ) ਵਿੱਚ ਸਭ ਤੋਂ ਸਵਾਦ ਵਿਅੰਜਨ ਕਿਹੜਾ ਹੈ? ਇਹ ਬਹੁਤ ਮਹਿੰਗਾ ਹੈ।</p> <ul style="list-style-type: none"> reflect on the process of working together to plan and execute an event or performance, and what they would do differently next time, such as ਮੈਨੂੰ ਤੁਹਾਡੀ ਸਲਾਹ ਪਸੰਦ ਆਈ। ਅਗਲੀ ਵਾਰ ਅਸੀਂ...। |

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|--|---|---|---|--|
| | | | | <p>displays or posters for special events, such as ਵਾਤਾਵਰਨ ਦਿਵਸ, ਸਾਲਾਨਾ ਖੇਡ ਦਿਵਸ, ਸਫ਼ਾਈ ਮੁਹਿੰਮ, ਸਦਭਾਵਨਾ ਦਿਵਸ</p> <ul style="list-style-type: none"> • plan for a shared performance or assembly item | <p>puzzles/riddles, such as ਅੱਗੇ ਤੋਂ ਸੱਜੇ, ਪਹਿਲਾ ਸਿੱਧਾ ਜਾਓ ਫਿਰ ਦੋ ਗਲੀਆਂ ਛੱਡਕੇ ਖੱਬੇ ਮੁੜ ਜਾਓ।</p> | <ul style="list-style-type: none"> • state preferences in a range of activities and interactions, and react to others' choices or indicate preferences between two or more objects, such as ਜ਼ਿਆਦਾਤਰ ਲੋਕਾਂ ਨੂੰ ਸੇਬ ਪਸੰਦ ਨਹੀਂ ਹੈ। ਸੇਬ, ਸੰਤਰਾ ਜਾਂ ਅੰਗੂਰ ਵਿੱਚੋਂ ਤੁਹਾਨੂੰ ਕੀ ਪਸੰਦ ਹੈ? ਮੈਨੂੰ ਅੰਗੂਰ ਪਸੰਦ ਹਨ। |
| <p>Recognise and respond to classroom-related language</p> <p>For example:</p> <ul style="list-style-type: none"> • recognise simple greetings and farewells, such as | <p>Recognise and respond to classroom-related language</p> <p>For example:</p> <ul style="list-style-type: none"> • recognise and exchange simple greetings and | <p>Recognise and respond to classroom-related language</p> <p>For example:</p> <ul style="list-style-type: none"> • exchange greetings and farewells, and | <p>Recognise and respond to classroom-related language</p> <p>For example:</p> <ul style="list-style-type: none"> • participate in exchanges, farewells and good wishes, | No content | No content | No content |

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ। ਫਿਰ ਮਿਲਾਂਗੇ।</p> <ul style="list-style-type: none"> participate in classroom interactions, such as roll call respond to teacher talk and instructions, such as ਖੜ੍ਹੇ ਹੋ ਜਾਓ। ਬੈਠ ਜਾਓ। | <p>farewells using appropriate expressions and body language, such as ਦੇਵੋਂ ਹੱਥ ਜੋੜ ਕੇ, ਸਿਰ ਝੁਕਾ ਕੇ - ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ, ਨਮਸਤੇ, ਧੰਨਵਾਦ।</p> <ul style="list-style-type: none"> respond to classroom-related instructions, such as ਹਾਜ਼ਿਰ ਜੀ। ਸਿਰ ਝੁਕਾਓ। ਖੜ੍ਹੇ ਹੋ ਜਾਓ। ਬੈਠ ਜਾਓ। ਇੱਥੇ ਆਓ। ਹੌਲੀ ਬੋਲੋ। ask and respond to simple questions about classroom-related objects, such as ਕੀ ਇਹ ਪੈਂਨਸਿਲ ਹੈ? ਹਾਂ ਇਹ ਪੈਂਨਸਿਲ ਹੈ। | <p>express gratitude and good wishes, such as ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ। ਨਮਸਤੇ। ਤੁਹਾਡਾ ਸਵਾਗਤ ਹੈ। ਤੁਹਾਨੂੰ ਜਨਮ ਦਿਨ ਦੀਆਂ ਬਹੁਤ-ਬਹੁਤ ਵਧਾਈਆਂ। ਦੀਵਾਲੀ ਦੀਆਂ ਵਧਾਈਆਂ।</p> <ul style="list-style-type: none"> respond to classroom-related instructions and routines, such as ਹਾਜ਼ਿਰ ਜੀ। ਖੜ੍ਹੇ ਹੋ ਜਾਓ। ਬੈਠ ਜਾਓ। ਇਹ ਲਓ ਜੀ। ਮੇਰੇ ਕੋਲ ਲਾਲ ਪੈਂਨਸਿਲ ਹੈ। ਗੋਲ ਘੇਰਾ ਬਣਾਓ। use puppets to perform role-plays to exchange information | <p>such as ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ। ਤੁਹਾਨੂੰ ਜਨਮ ਦਿਨ ਦੀਆਂ ਬਹੁਤ-ਬਹੁਤ ਵਧਾਈਆਂ।</p> <ul style="list-style-type: none"> respond to instructions and ask for support or clarification, such as ਭੈਣ ਜੀ/ਅਧਿਆਪਕ ਜੀ, ਮੈਨੂੰ ਸਮਝ ਨਹੀਂ ਆਇਆ। ਇਹ ਕੀ ਹੈ? ਕੀ ਤੁਸੀਂ ਮੇਰੀ ਮਦਦ ਕਰੋਗੇ? ਮਦਦ ਕਰਨ ਵਾਸਤੇ ਧੰਨਵਾਦ! assist the teacher with classroom tasks, including taking the roll, leading familiar question routines or starting lessons, using modelled language, such as ਹਾਜ਼ਿਰ ਜੀ! ਕੀ ਮੈਂ | | | |

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| | | | ਆਪਣੀ ਕਿਤਾਬ ਵਿੱਚ ਤਾਰੀਕ ਲਿੱਖ ਸਕਦਾ ਹਾਂ? | | | |

Sub-strand: Mediating meaning in and between languages

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>Recognise familiar words in texts</p> <p>For example:</p> <ul style="list-style-type: none"> • match picture or object to spoken Punjabi • respond to imaginative texts, such as stories, rhymes and songs, through play-acting, illustrating or movement • discuss familiar words of Punjabi origin that they may have encountered, such as <i>verandah</i>, <i>guru</i>, <i>mantra</i>, <i>bungalow</i>, | <p>Locate key information in familiar texts and begin to respond using gestures, images and words</p> <p>For example:</p> <ul style="list-style-type: none"> • locate simple keywords or phrases in familiar contexts, including labels, captions and titles in stories • use information from print/digital texts to sequence pictures, and keywords or simple sentences to retell a story • mime, draw, point, click or | <p>Locate key information in familiar texts and respond using gestures, images and modelled language</p> <p>For example:</p> <ul style="list-style-type: none"> • listen to, read or view a text and sequence the events and ideas using storyboards, drawing pictures, or cutting and gluing pictures/words in chronological order • re-enact parts of a story or pretend to be a character, such as ਨਿੱਕੀ ਲਾਲ ਮੁਰਗੀ | <p>Locate key information in familiar texts and respond using gestures, images and modelled language</p> <p>For example:</p> <ul style="list-style-type: none"> • locate information about a person or character from a spoken/written text to use in a profile and cloze activities • listen to or read half a story and predict what might happen next by selecting appropriate images, gesturing or re-enacting | <p>Locate key information in familiar texts and respond using modelled language</p> <p>For example:</p> <ul style="list-style-type: none"> • locate information about students' profiles from different cultural contexts and their routines, and compare similarities and differences to themselves • question or survey classmates about likes/dislikes, pets, interests, and represent the data in lists, tables or a | <p>Locate and compare information and ideas in texts and respond in different ways to suit purpose</p> <p>For example:</p> <ul style="list-style-type: none"> • survey and compile information about others' homes or neighbourhoods, and present findings in range of formats, such as graphs, flowcharts and oral presentations • discuss messages, morals and character traits | <p>Locate and process information and ideas in texts and respond in different ways to suit purpose</p> <p>For example:</p> <ul style="list-style-type: none"> • listen to a weather forecast or community announcement, and write a short message to a friend inviting them to join in an event suitable for the conditions • listen to or watch a program of events for a festival or sports match, and write a message to a family member |

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <i>cheetah</i> | drag to show understanding of key words in a range of spoken, written and multimodal texts matching pictures to words, such as car (ਕਾਰ), tree (ਰੁੱਖ), apple (ਸੇਬ), bus (ਬੱਸ) | <ul style="list-style-type: none"> make simple evaluative statements about stories, rhymes or songs, such as ਮੈਨੂੰ ਕੱਛੂ ਪਸੰਦ ਹੈ ਕਿਉਂਕਿ ਉਹ ਹਿੰਮਤ ਨਹੀਂ ਹਾਰਦਾ। ਮੈਨੂੰ ਖ਼ਰਗੋਸ਼ ਪਸੰਦ ਹੈ ਕਿਉਂਕਿ ਉਹ ਤੇਜ਼ ਭੱਜਦਾ ਹੈ। | <ul style="list-style-type: none"> listen to a weather report and write a message to a friend inviting them to go out, such as ਸ਼ਨੀਵਾਰ ਨੂੰ ਧੁੱਪ ਨਿਕਲੇਗੀ, ਅਸੀਂ ਸਮੁੰਦਰ ਕਿੰਨਾਰੇ ਘੁੰਮਣ ਜਾਵਾਂਗੇ। | <p>shared class graph, such as ਤੁਹਾਨੂੰ ਕਿਹੜਾ ਮੌਸਮ ਪਸੰਦ ਹੈ? ਕੀ ਤੁਹਾਡੇ ਕੋਲ ਕੋਈ ਪਾਲਤੂ ਜਾਨਵਰ ਹੈ?</p> <ul style="list-style-type: none"> listen to, read and view texts in Punjabi and respond to questions about characters, ideas and events | <p>featured in fables, songs and stories, and incorporate into own imaginative texts, such as ਮੁਸੀਬਤ ਵੇਲੇ ਸਿਆਣਪ ਹੀ ਕੰਮ ਆਉਂਦੀ ਹੈ। ਸਬਰ ਦਾ ਫਲ ਮਿੱਠਾ ਹੁੰਦਾ ਹੈ।</p> <ul style="list-style-type: none"> read or listen to a short text about a holiday destination or camp, and list what students need to bring, categorising items in order of priority and justifying their reasons, such as ਮੈਂ ਕੋਟੀ ਰੱਖ ਲਈ ਹੈ ਕਿਉਂਕਿ ਉਥੇ ਠੰਡ ਹੈ। explore print/digital maps of Australia | <p>or friend to ask them to participate, such as ਪਿਆਰੇ ਮਿੱਤਰ, ਮੈਂ ਐਤਵਾਰ ਨੂੰ ਵੈਸਾਖੀ ਮੇਲੇ ਜਾ ਰਿਹਾ ਹਾਂ। ਕੀ ਤੂੰ ਮੇਰੇ ਨਾਲ ਚੱਲੇਗਾ?</p> <ul style="list-style-type: none"> locate information about the school and surrounding area, and incorporate the facts in a persuasive advertisement to attract visitors or new students, such as ਸਾਡੇ ਸਕੂਲ ਵਿੱਚ ਇੱਕ ਸਾਫ-ਸੁਥਰਾ ਖੇਡ ਮੈਦਾਨ ਹੈ ਅਤੇ ਸਕੂਲ ਦੇ ਬਾਹਰ ਬੱਸ ਸਟਾਪ ਹੈ। ਇਸ ਲਈ ਤੁਹਾਨੂੰ ਇੱਥੇ ਪੜ੍ਹਾਈ ਦੇ ਨਾਲ ਨਾਲ ਹੋਰ ਸਕੂਲਤਾਂ ਮਿਲ ਸਕਦੀਆਂ ਹਨ। |

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| | | | | | to research historical names or places with a Punjabi reference or connection, such as Punjaub (Punjab) in Queensland and Sikh Lane in Dongara (Western Australia), and the significance behind them | |
| No content | <p>Explore how language carries cultural meaning in classroom-related greetings, instructions and routines</p> <p>For example:</p> <ul style="list-style-type: none"> recognise that language used to | <p>Explore how language carries cultural meaning in classroom-related greetings, introductions, instructions and routines</p> <p>For example:</p> <ul style="list-style-type: none"> explore examples of Punjabi | <p>Begin to develop strategies to comprehend and adjust Punjabi language in familiar contexts to convey cultural meaning</p> <p>For example:</p> <ul style="list-style-type: none"> use words from charts, displays | <p>Develop strategies to comprehend and adjust Punjabi language in familiar contexts to convey cultural meaning</p> <p>For example:</p> <ul style="list-style-type: none"> create pattern charts or an | <p>Apply strategies to interpret and convey meaning in Punjabi language in familiar non-verbal, spoken and written cultural contexts</p> <p>For example:</p> <ul style="list-style-type: none"> use non-verbal gestures to | <p>Apply strategies to interpret and convey meaning in Punjabi language in familiar non-verbal, spoken and written cultural contexts</p> <p>For example:</p> <ul style="list-style-type: none"> use bilingual |

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | <p>greet older people, parents or carers is more respectful than greetings used for friends, such as ਤੂੰ and ਤੁਸੀਂ; ਪਿਤਾ ਜੀ, ਤੁਸੀਂ ਘਰ ਕਿੰਨੇ ਵਜੇ ਆਉਗੇ। ਸੁਮੀਤ ਕੀ ਤੂੰ ਮੇਰੇ ਨਾਲ ਬਾਜ਼ਾਰ ਚੱਲੇਗਾ?</p> <ul style="list-style-type: none"> • explore body language, gestures or facial expressions that they use with families and friends when speaking Punjabi, such as moving the head in different ways to mean yes/no • view a video of a lesson in a classroom in | <p>language, at home or in the community, to create language resources, for instance a word wall of advertisements, menus or shop signs, such as <i>roti, naan, mela, yoga, daal, ghee, tikka, korma, masala</i></p> <ul style="list-style-type: none"> • discuss and explain the meaning of Punjabi expressions and gestures that may be unfamiliar to non-Punjabi speakers, such as ਦੇਵੇਂ ਹੱਥ ਜੋੜ ਕੇ ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ ਕਹਿਣਾ। | <p>and word banks to assist in comprehending texts</p> <ul style="list-style-type: none"> • recognise ways in which Punjabi differs from English, such as how siblings are identified in relation to position in the family, such as ਛੋਟਾ ਭਰਾ, ਵੀਰਜੀ, ਭੈਣਜੀ, ਛੋਟੀ ਭੈਣ, ਭਾਈ ਸਾਹਿਬ • compile a list of words and expressions in Punjabi that reflect traditions and are not easily translated into English, such as ਗੁਰੂ ਜੀ (spiritual leader), | <p>alphabet bank with words beginning with the same letter to use in class to reinforce learning and exposure to the language, such as ਕਸਰਤ/ਕਮਲ/ਕੋਇਲ, ਸੁਰਜ/ਸਮੁੰਦਰ/ਸੋਨਾ</p> <ul style="list-style-type: none"> • begin to translate popular children’s rhymes, songs and stories into English • access different sources to create bilingual word lists or flashcards by identifying known Punjabi words or expressions and | <p>convey meaning, such as slight bow or a respectful hand gesture when addressing elders</p> <ul style="list-style-type: none"> • identify examples of colloquialisms, such as ਕਿੱਦਾਂ instead of ਤੁਸੀਂ ਕਿਵੇਂ ਹੋ? and words and expressions used mainly in spoken conversation, such as ਮੈਂ ਕਿਹਾ ... at the beginning of spoken utterances to distinguish between spoken and written forms of Punjabi • recognise that some Australians | <p>print/online dictionaries to translate unfamiliar words or sentences, and determine the reliability of these aides to accurately translate information</p> <ul style="list-style-type: none"> • explain verbally to non-Punjabi-speakers about Punjabi words, proverbs, idioms or expressions that they find challenging or humorous, such as ਢਿੱਡ ਵਿੱਚ ਚੂਹੇ ਦੌੜਨਾ, ਕੁੱਛੜ ਕੁੜੀ ਸ਼ਹਿਰ ਢਿੱਡੇਰਾ • translate signs, menu items or public |

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| | Punjab and notice that students stand up when the teacher enters the classroom | <ul style="list-style-type: none"> explore different greetings with people from different communities, and culturally and linguistically diverse groups, such as ਨਮਸਤੇ, ਵੱਟਕਮ, ਅਸਲਾਮੁ-ਅਲੈਕੁਮ | ਅਧਿਆਪਕ (teacher) and ਬਾਪੂ ਜੀ, ਬੇਬੇ ਜੀ (older male person) | relate them to English, noticing that direct translation sometimes does not work | terms, idioms and expressions are only meaningful in the Australian context and have no equivalent in Punjabi, such as 'bring a plate' and 'good on you!' | announcements from Punjabi to English, and vice versa, and compare the words they believe convey the closest equivalent meaning, such as 'No standing zone' (ਇਥੇ ਖੜ੍ਹਾ ਹੋਣਾ ਮਨਾ ਹੈ।) |

Sub-strand: Creating text in Punjabi

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| No content | <p>Recognise words and use modelled language to create texts</p> <p>For example:</p> <ul style="list-style-type: none"> use some simple expressions, formulaic language and techniques to enhance texts, for instance speech bubbles, basic onomatopoeia, such as ਕਿਣ-ਮਿਣ, ਟਿਕ-ਟਿਕ and exclamation marks, such as ਵਾਹ! ਬੱਲੇ-ਬੱਲੇ! use puppets, gestures and props to retell stories | <p>Use words, familiar phrases and modelled language to create texts</p> <p>For example:</p> <ul style="list-style-type: none"> listen to simple, modelled text and write or draw favourite animals and practise reading aloud, such as ਇਹ ਸ਼ੇਰ ਹੈ। ਸ਼ੇਰ ਜੰਗਲ ਦਾ ਰਾਜਾ ਹੈ। use familiar vocabulary and modelled sentence structures to create informative texts about self, family and friends, such as ਮੇਰੀ ਇੱਕ ਭੈਣ ਤੇ | <p>Create and present informative and imaginative texts using modelled language and textual conventions</p> <p>For example:</p> <ul style="list-style-type: none"> develop a personal profile or avatar using modelled language and expressions selected from word banks, such as ਮੈਂ ਆਸਟ੍ਰੇਲੀਆ ਵਿੱਚ ਰਹਿੰਦਾ ਹਾਂ। ਮੇਰੀ ਉਮਰ 10 ਸਾਲ ਹੈ। ਮੈਂ ਪੰਜਾਬੀ ਸਿੱਖ ਰਿਹਾ ਹਾਂ। present information using picture stories or multimodal | <p>Create and present informative and imaginative texts using familiar and modelled language and textual conventions</p> <p>For example:</p> <ul style="list-style-type: none"> produce a journal entry about their daily routine and activities for a specific day using simple phrases, such as ਮੈਂ ਸਵੇਰੇ 6 ਵਜੇ ਉੱਠਦਾ ਹਾਂ ਅਤੇ 8 ਵਜੇ ਵਿਦਿਆਲਾ ਜਾਂਦਾ ਹਾਂ। produce and present a set of simple instructions or steps for a peer | <p>Create and present informative and imaginative texts, adapting familiar and modelled language to sequence information and link ideas, using conventions appropriate to text type</p> <p>For example:</p> <ul style="list-style-type: none"> design a digital poster, locating and describing, in Punjabi, a specific Aboriginal and Torres Strait Islander location in a local or regional context, or elsewhere in Australia | <p>Create and present informative and imaginative texts, adapting familiar and modelled language to sequence information and link ideas, using conventions appropriate to text type</p> <p>For example:</p> <ul style="list-style-type: none"> create an informative text describing an important person in their life, such as ਸ਼੍ਰੀਮਾਨ...ਮੇਰੇ ਕ੍ਰਿਕੇਟ ਦੇ ਕੋਚ ਹਨ। ਮੈਂ ਪਿਛਲੇ ਤਿੰਨ ਸਾਲਾਂ ਤੋਂ ਉਨ੍ਹਾਂ ਤੋਂ ਕ੍ਰਿਕੇਟ ਸਿੱਖ ਰਹੀ ਹਾਂ। create |

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | <ul style="list-style-type: none"> draw a picture of themselves and trace or copy their name to create a personal profile, and label their body parts using modelled vocabulary | <p>ਇੱਕ ਭਰਾ ਹੈ। ਮੇਰੇ ਕੋਲ ਬਹੁਤ ਕਿਤਾਬਾਂ ਹਨ।</p> <ul style="list-style-type: none"> participate in show and tell using props and visuals, and respond to questions about the item, such as ਇਹ ਮੇਰਾ ਖਰਗੋਸ਼ ਹੈ। ਇਸਦਾ ਨਾਮ ਪੀਲੂ ਹੈ। ਤੁਸੀਂ ਇਹ ਖਰਗੋਸ਼ ਕਿਥੋਂ ਲਿਆ? | <p>displays on topics of potential interest to Punjabi-speaking children of their own age, for instance facts about Australian animals, such as ਕੰਗਾਰੂ ਦਾ ਬੱਚਾ ਆਪਣੀ ਮਾਂ ਦੀ ਝੋਲੀ ਵਿੱਚ ਰਹਿੰਦਾ ਹੈ। or subtitles in English</p> <ul style="list-style-type: none"> create an alternative version of a familiar story or song using rhythm and gestures to animate characters, such as ਬਹੁਤ ਭੁੱਖੀ ਸੁੰਡੀ using an alternative | <p>or the class to follow, for instance instructions to draw a robot, such as 1. ਪਹਿਲਾ ਇੱਕ ਵਰਗ ਆਕਾਰ ਬਣਾਓ 2. ਫਿਰ ਉਸ ਦੇ ਅੰਦਰ ਦੇ ਛੋਟੇ ਗੋਲੇ ਬਣਾਓ</p> <ul style="list-style-type: none"> create a new version of a known imaginative text by adding characters, changing setting or composing a different ending | <ul style="list-style-type: none"> create bilingual texts for non-Punjabi speakers wanting to visit India or a Punjab, to assist with travel and create Punjabi Travel Phrasebook which includes word lists, common phrases, maps, menus and allergy cards, such as ਮੈਨੂੰ ਪਾਣੀ ਚਾਹੀਦਾ ਹੈ। ਮੈਨੂੰ ਮੂੰਗਫਲੀ ਤੋਂ ਐਲਰਜੀ ਹੈ। create and perform expressive texts in form of narratives, poetry or personal | <p>informative and imaginative texts for specific purposes and audiences, such as a presentation for parents or guests about the benefits of second-language learning, or to showcase their bilingual or multilingual experience</p> <ul style="list-style-type: none"> create a multimodal profile of a local community, including facilities, events and useful facts, for recent Punjabi-speaking migrants to Australia, such as |

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | | | animal and Punjabi foods | | commentaries, using mime, music and evocative language to convey concepts that are relevant to their own social worlds and interests, such as ਮਿੱਤਰਤਾ, ਪਿਆਰ, ਦਯਾ, ਏਕਤਾ ਵਿੱਚ ਸ਼ਕਤੀ | ਪਬਲਿਕ ਲਾਇਬ੍ਰੇਰੀ ਸਵੇਰੇ 8 ਵਜੇ ਖੁੱਲ੍ਹਦੀ ਹੈ ਅਤੇ ਸ਼ਾਮ 6 ਵਜੇ ਬੰਦ ਹੋ ਜਾਂਦੀ ਹੈ। |

Strand: Understanding language and culture

Sub-strand: Understanding systems of language

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|--|---|---|--|---|
| <p>Explore language features of Punjabi, noticing similarities and differences between Punjabi and English</p> <p>For example:</p> <ul style="list-style-type: none"> • explore consonant sounds ਮ, ਚ, ਕ, ਨ, ਮ, ਚ, ਲ and vowel sounds ਓ, ਅ, ਏ by listening, singing and reciting • recognise and use onomatopoeia for sounds of animals and of objects, such as ਝੋ-ਝੋ (woof-woof), | <p>Explore and imitate the sounds and rhythms of Punjabi and how sounds are represented in <i>Gurmukhi</i></p> <p>For example:</p> <ul style="list-style-type: none"> • reproduce the sounds of the ten vowels, 35 <i>painti akhari</i> and 6 <i>naveen toli</i> consonants of <i>Gurmukhi</i> • explore that Punjabi letters are pronounced in the same way that they are written • recognise that graphemes are | <p>Recognise and experiment with the sounds and rhythms of Punjabi and how sounds are produced and represented in <i>Gurmukhi</i></p> <p>For example:</p> <ul style="list-style-type: none"> • experiment and create words by adding <i>kanna</i> to <i>mukta</i> letter/s and notice the difference in the sound, such as ਚਰ, ਚਾਰ, ਚਰਾ • notice that each consonant has an embedded vowel (ਮੁਕਤਾ) attached to it that makes | <p>Recognise and experiment with combinations of sounds, pronunciation and intonation patterns of Punjabi to form words and phrases</p> <p>For example:</p> <ul style="list-style-type: none"> • produce the sounds of the 35 <i>painti akhari</i> and the 6 <i>naveen toli</i> consonants of <i>Gurmukhi</i> recognising that there are no silent letters and there is only one sound for each letter | <p>Recognise and use combinations of sounds, pronunciation and intonation patterns of Punjabi to form words and phrases</p> <p>For example:</p> <ul style="list-style-type: none"> • recognise how some Punjabi words are borrowed from other languages, including Portuguese, Arabic and Persian, and are pronounced and written with a dot below the letters to indicate different | <p>Apply combinations of sounds, pronunciation and intonation patterns of Punjabi to develop fluency</p> <p>For example:</p> <ul style="list-style-type: none"> • understand that Punjabi has symbols for half sounds which are used to indicate partial sounds or as a tone marker, called <i>dutt</i> (ਦੁੱਤ), and that three letters are used as half sounds, for instance half R (ਪੈਰੀ ਚ) goes under a | <p>Apply combinations of sounds, pronunciation and intonation patterns of Punjabi to further develop fluency</p> <p>For example:</p> <ul style="list-style-type: none"> • recognise how loan English words are pronounced differently in Punjabi, such as ਡਾਕਟਰ, ਗਲਾਸ, ਫਰਵਰੀ, ਡਾਲਰ • distinguish between intonation for |

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>ਮੇਆਉ-ਮੇਆਉ (meow-meow), ਟਿਕ-ਟਿਕ (tick tock - clock)</p> <ul style="list-style-type: none"> use a combination of English and Punjabi in the classroom and notice different ways that the teacher and peers may say some greetings, words or phrases, such as ਜਨਮਦਿਨ ਦੀ ਵਧਾਈ (happy birthday), ਪਾਣੀ (water), ਖਾਣਾ (food) | <p>pronounced twice, such as ਕਕ and ਖਖ – except for ਟ, which is pronounced as <i>tenka</i> (ਟੈਂਕਾ)</p> | <p>the ‘u’ sound, such as ਗਰਮ</p> <ul style="list-style-type: none"> recognise how intonation and tone may change the meaning or intent of some words and expressions, such as ਅੱਛਾ, ਰੁੱਕ | <ul style="list-style-type: none"> pronounce nasalised sounds that are represented with a <i>bindi</i> (ਂ), a <i>tippee</i> (ੰ), and <i>adhak</i> that represents doubling of the sounds, such as ਅੰਬ, ਕਾਂ, ਮਾਂ, ਅੱਖ, ਨੱਕ experiment with how pitch, stress and rhythm help to convey meaning even when individual words are unfamiliar, such as ਰੁਕੇ, ਰੁੱਕ | <p>pronunciation, such as ਸ, ਖ, ਗ, ਜ, ਫ, ਲ– ਖਰਬੁਜਾ, ਸੁਰੂ</p> <ul style="list-style-type: none"> become aware that ਓ and ਏ cannot be used in <i>mukta</i> form recognise and apply different intonation for questions, statements and commands, such as ਕੀ? ਪੜ੍ਹੋ! | <p>consonant, works as a blend and reads as ‘pr’ or ‘cr’ such as ਪ੍ਰੀਤ; half H (ਪੈਰੀ ਹ) used as a tone maker, such as ਜੜ means fixed and ਜੜ੍ਹ means root; half V (ਪੈਰੀ ਵ) such as ਸ੍ਰਣ, ਸ੍ਰਗ</p> <ul style="list-style-type: none"> understand that mispronouncing vowel sounds in Punjabi can affect meaning, such as ਅੱਖ and ਆਖ, ਉੱਠ and ਉੱਠ become aware that the way in which English ‘t’ and ‘d’ sounds are represented normally as ਟ | <p>statements and questions when no interrogative is used, such as ਉਸਨੂੰ ਭੁੱਖ ਲੱਗੀ ਹੈ। ਉਸਨੂੰ ਭੁੱਖ ਲੱਗੀ ਹੈ? ਉਹ ਬਾਹਰ ਜਾ ਰਿਹਾ। ਉਹ ਬਾਹਰ ਜਾ ਰਿਹਾ?</p> <ul style="list-style-type: none"> use digital tools to check the correct pronunciation of Punjabi words, and use voice recording applications to check their own tone and intonation to develop fluency |

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | | | | | and ਙ, the replacement of English 'th' sound is by ਥ | |
| No content | <p>Explore how <i>Gurmukhi</i> and features of language are used to construct meaning in Punjabi</p> <p>For example:</p> <ul style="list-style-type: none"> recognise, trace and copy Punjabi letters, such as ਓ ਅੲ, on different media, focusing on directionality, for instance tracing letters on laminated sheets begin to copy and write two-letter words with support, such as ਮਨ, ਕਰ | <p>Recognise that <i>Gurmukhi</i> and features of language are used to construct meaning in Punjabi</p> <p>For example:</p> <ul style="list-style-type: none"> form words by joining letters with a line on top, except ਅ, ਖ, ਘ, ਪ, ਮ begin to write simple three-letter words using frequently occurring letters, such as ਕਰਨ, ਤਰਸ, ਕਲਮ use adverbs to | <p>Recognise simple Punjabi language conventions, grammatical structures and basic syntax in familiar texts and contexts</p> <p>For example:</p> <ul style="list-style-type: none"> recognise that Punjabi uses the same punctuation rules as English, such as comma, question mark, speech marks and exclamation marks use letters to form words, such as ਤਾਰ, ਸਿਰ, ਤੀਰ, | <p>Recognise and use simple Punjabi language conventions, grammatical structures and basic syntax in familiar texts and contexts</p> <p>For example:</p> <ul style="list-style-type: none"> recognise that a word can represent a group of people, animals or things, such as ਝੰਡ, ਫ਼ੌਜ, ਬੇੜਾ use simple conjunctions such as ਪਰ, ਫਿਰ ਵੀ to write compound | <p>Use grammatical structures, formulaic expressions, punctuation and textual conventions, including writing system rules, to compose texts</p> <p>For example:</p> <ul style="list-style-type: none"> understand that reflexive pronouns are used to emphasise the subject in a sentence, such as ਆਪੋ-ਆਪਣਾ, ਆਪਣੇ-ਆਪ use suitable | <p>Use grammatical structures, formulaic expressions, punctuation and textual conventions, including writing system rules, to compose and respond to texts</p> <p>For example:</p> <ul style="list-style-type: none"> experiment by adding a letter/s, before or after, or a symbol, to a root word to create prefixes and suffixes, such as ਖੁਸ਼: ਖੁਸ਼ਕਿਸਮਤ, ਆਲੂ: |

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | <ul style="list-style-type: none"> experiment with the formation of letters and numbers, such as trace the letters of their own name or draw pictures of frequently occurring consonants recognise items in the classroom using common nouns, such as ਖਿਡੌਣੇ, ਪੱਖਾ, ਕਿਤਾਬ, ਬਸਤਾ, ਸਕੂਲ/ਵਿਦਿਆਲਾ | <p>specify when actions occur, such as ਸਵੇਰੇ, ਹੁਣੇ, ਅੱਜ</p> <ul style="list-style-type: none"> identify the use of singular and plural first and second person pronouns to share information about themselves and their family, such as ਮੈਂ-ਅਸੀਂ, ਤੂੰ-ਤੁਸੀਂ, ਤੇਰਾ-ਤੁਹਾਡਾ | <p>ਤੁਰ, ਘੁਰ, ਬੇਰ, ਸੈਰ, ਢੋਲ, ਕੌਰ</p> <ul style="list-style-type: none"> use adverbs to describe action, such as ਹੌਲੀ, ਇਸ ਤਰ੍ਹਾਂ locate events in time using days of the week, such as ਅਸੀਂ ਹਰ ਸ਼ਨੀਵਾਰ ਬਜ਼ਾਰ ਜਾਂਦੇ ਹਾਂ। use simple sentences to compare an object's or subject's qualities, such as ਸੰਦੀਪ ਲੰਬਾ ਹੈ। ਸੰਦੀਪ ਸਿਮਰਨ ਤੋਂ ਲੰਬਾ ਹੈ। ਸੰਦੀਪ ਸਭ ਤੋਂ ਲੰਬਾ ਹੈ। | <p>sentences, such as ਪਵਨ ਪੜ੍ਹ ਰਿਹਾ ਹੈ ਪਰ ਰਮਨ ਖੇਡ ਰਿਹਾ ਹੈ।</p> <ul style="list-style-type: none"> begin to express events in time by using the months of the year and the seasons, such as ਜਨਵਰੀ, ਫਰਵਰੀ, ਸਰਦੀ, ਗਰਮੀ | <p>language while telling the time, such as ਸਾਢੇ ਅੱਠ, ਤਿੰਨ ਵੱਜ ਕੇ ਵੀਹ ਮਿੰਟ, ਸਵਾ ਪੰਜ, ਪੌਣੇ ਅੱਠ</p> <ul style="list-style-type: none"> use indefinite pronouns, such as ਕੁਝ, ਬਹੁਤ, ਕੋਈ understand that adjectives are used to represent numbers or the order of things, such as ਵੀਹਵਾਂ, ਦੁਗਣਾ, ਚੌਥਾਈ, ਕੁਝ, ਦਸ ਦੇ ਦਸ | <p>ਦਿਆਲੂ</p> <ul style="list-style-type: none"> understand that relative pronouns can function as a conjunction to join two sentences, such as ਜਿਹੜਾ, ਜਿਸ, ਜੋ, ਸੋ use adverbs in relation to time, place, cause and quantity, such as ਪਿਛਲੀਆਂ ਗਰਮੀਆਂ ਦੀਆਂ ਛੁੱਟੀਆਂ ਵਿੱਚ ਮੀਰਾ ਆਪਣੀ ਨਾਨੀ ਨੂੰ ਮਿਲਣ ਗਈ ਸੀ। understand that a singular feminine word ending with <i>kanna</i> can be changed to a plural by adding (ਵਾਂ) and a <i>bindi</i> |

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | | | | | | (ਵਾਂ) to the word, such as ਹਵਾ-ਹਵਾਵਾਂ |
| No content | <p>Explore how Punjabi language has features that may be similar to or different from English</p> <p>For example:</p> <ul style="list-style-type: none"> recognise that Punjabi uses <i>Gurmukhi</i> script whereas English uses the Roman alphabet notice differences in word order in Punjabi and English sentences, such as ਮੈਨੂੰ ਕੁਲਫੀ ਪਸੰਦ ਹੈ। versus 'I like ice cream'. | <p>Recognise Punjabi language features that may be similar to or different from English</p> <p>For example:</p> <ul style="list-style-type: none"> recognise that different types of Punjabi and English texts may have similar or different features, such as action songs and rhymes, or similar beginnings to stories: ਇੱਕ ਸਮੇਂ ਦੀ ਗੱਲ ਹੈ...। ('Once upon a time') recognise that the placement of | <p>Identify familiar Punjabi language features and compare with those of English, in known contexts</p> <p>For example:</p> <ul style="list-style-type: none"> notice that Punjabi has more vowels and consonants than English, allowing words to be spelled phonetically compare the rules of Punjabi word order (subject+object+verb) with English word order | <p>Identify and describe familiar Punjabi language features and compare with those of English, in known contexts</p> <p>For example:</p> <ul style="list-style-type: none"> recognise differences in spoken/written forms of Punjabi and English everyday texts, for instance greetings or good wishes, such as ਤੁਹਾਨੂੰ ਬਹੁਤ-ਬਹੁਤ ਵਧਾਈਆਂ (spoken) and ਹਾਰਦਿਕ ਸੁਭਕਾਮਨਾਵਾਂ (written) | <p>Compare Punjabi language structures and features with those of English, using familiar metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> understand the significance and cultural importance of features of different types of texts in Punjabi and English, for instance salutations and greetings, and conveying respect, such as 'Dear/To ...', ਸ਼੍ਰੀਮਾਨ ਜੀ, | <p>Compare and discuss Punjabi language structures and features with those of English, using familiar metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> compare the use of Punjabi in English texts and interactions, and vice versa, discussing reasons why languages borrow from each other, such as ਮਾਓਸ, ਕੀ-ਬੋਰਡ, ਸਕ੍ਰੀਨ, ਗੋਲ, ਨੂਡਲਜ਼, ਕੈਚ, ਪਾਸਤਾ, 'jungle', |

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | <ul style="list-style-type: none"> notice similarities and differences in Punjabi and English punctuation, such as full stops and commas | <p><i>Gurmukhi</i> letters is normally aligned below the line of writing, in contrast to English letters written on the line</p> <ul style="list-style-type: none"> identify English loan words and expressions used in Punjabi, understanding that they may be pronounced slightly differently, such as phone is pronounced as ਫੋਨ and dollar as ਡਾਲਰ | <p>(subject+verb+ object)</p> <ul style="list-style-type: none"> recognise that each letter has its own sound and there are no digraphs or trigraphs in Punjabi, such as ਥ as 'th' and ਚ as 'ch' | <ul style="list-style-type: none"> understand the influence of different languages on Punjabi, such as the use of English and Perso-Arabic words, such as ਪੇਸਟ ਬਾਕਸ, ਰੇਲਵੇ ਜੰਕਸ਼ਨ, ਸਕੂਲ, ਪੰਨਵਾਦ, ਖੁਬਸੂਰਤ identify examples of Punjabi words or expressions that are commonly used in English, such as 'verandah' from ਵਰਾਂਡਾ, 'karma' from ਕਰਮ, and 'asana' from ਆਸਨ | <p>ਸਤਿਕਾਰਯੋਗ, ਸ਼੍ਰੀਮਤੀ ਜੀ</p> <ul style="list-style-type: none"> compare features of familiar genres of Punjabi and English texts, and notice similarities and differences between language features, including the use of tense, word order and sentence structure, such as ਇੱਕ ਸਮੇਂ ਦੀ ਗੱਲ ਹੈ...। ਬਹੁਤ ਸਾਲ ਪਹਿਲਾ...। begin to use simple metalanguage, in both Punjabi and English, to understand and | <p>'bandana', and 'pyjama'</p> <ul style="list-style-type: none"> consider how the choice of language features and text organisation reflect the purpose and audience of different types of text in Punjabi and English, such as when giving an oral presentation to the class, talking to friends in the schoolyard, going shopping or visiting the doctor explore the influence of <i>Sanskrit</i> on Punjabi by |

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | | | | | <p>discuss grammatical structures and features of texts, such as ਨਾਂਵ (noun), ਪੜਨਾਂਵ (pronoun), ਕਿਰਿਆ (verb), ਵਿਸ਼ੇਸ਼ਣ (adjective)</p> | <p>noticing <i>Sanskrit</i> words adopted and adapted in different ways, such as ਗਣਿਤ, ਜੀਵਨ, ਆਕਾਸ਼, ਨਦੀ, ਵਿਰੋਧ, and other languages ਡਰਾਮਾ, ਸਰਕਸ, ਗਲੀਚਾ, ਕਿਤਾਬ</p> |

Sub-strand: Understanding the interrelationship of language and culture

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|--|--|--|---|---|
| <p>Explore connections between language and culture</p> <p>For example:</p> <ul style="list-style-type: none"> learn some words and phrases in Punjabi that are associated with cultural beliefs, practices and traditions, such as suffix -ji, ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ ਜੀ enjoy and engage with elements of culture by viewing artefacts, participating in cultural celebrations, such as ਵਿਸਾਖੀ | <p>Explore how people use language in ways that reflect cultural practices</p> <p>For example:</p> <ul style="list-style-type: none"> notice how gestures and body language can be similar or different among cultures, and how these reflect culture, such as the way Punjabi speakers move their heads when saying ਅੱਛਾ, fold their hands and bow when saying ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ to an older person, and touch the feet of an older | <p>Explore and discuss how people use language in ways that reflect cultural practices</p> <p>For example:</p> <ul style="list-style-type: none"> explore the meaning of culture, and how it can involve visible elements, such as ways of dressing, eating and dancing identify themselves as belonging to different groups including family, community or peer groups, and represent these relationships through drawing | <p>Identify connections between language and cultural practices</p> <p>For example:</p> <ul style="list-style-type: none"> recognise use of the honorific particle ਜੀ after a surname to show respect or after an individual name to show affection discuss how particular gestures, terms and expressions have embedded cultural meanings and can convey feelings, beliefs and values, such | <p>Identify and discuss connections between language and cultural practices</p> <p>For example:</p> <ul style="list-style-type: none"> identify different ways of addressing and greeting people, adjusting language to suit situation, such as ਲੁਸੀ ਤੇਰਾ ਕੀ ਹਾਲ ਹੈ। ਮਾਸਟਰ ਜੀ, ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ, ਤੁਹਾਡਾ ਕੀ ਹਾਲ ਹੈ। understand that different Punjabi-speaking countries may have different cultural practices and beliefs, such | <p>Recognise that language reflects cultural practices, values and identity, and that this impacts non-verbal, spoken and written communication</p> <p>For example:</p> <ul style="list-style-type: none"> develop an understanding of the relationship between languages and cultures, and intercultural communication, in different contexts, such as discussing the need to apply distinctions ਤੂੰ ਜਾ। ਤੁਸੀਂ ਜਾਓ। or using forms of | <p>Recognise and discuss how language reflects cultural practices, values and identity, and that this impacts non-verbal, spoken and written communication</p> <p>For example:</p> <ul style="list-style-type: none"> brainstorm cultural, spiritual and linguistic influences of Punjabi language and the culture of other languages and cultures, such as the use of words and concepts of 'karma', 'guru', and 'Dharma' |

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>and ਦੀਵਾਲੀ, music, sharing food, or play-based experiences, such as dress-ups, traditional games and activities</p> <ul style="list-style-type: none"> locate Punjab on a world map, recognise that there are different regions with unique cultures, such as ਇਹ ਪੰਜਾਬ ਹੈ। ਇਥੇ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਬੋਲੀ ਜਾਂਦੀ ਹੈ। | <p>people to seek blessings</p> <ul style="list-style-type: none"> participate in cultural experiences and celebrations, for instance a cooking demonstration, dressing in traditional clothes or learning a new dance, and use some associated language and gestures, such as ਬੱਲੇ-ਬੱਲੇ explore that the world has many different languages and notice that students in their classroom may speak different | <p>pictures, adding captions to photos, or in digital text creation, such as ਮੈਂ ਆਸਟ੍ਰੇਲੀਅਨ ਹਾਂ, ਮੈਂ ਦੂਜੀ ਜਮਾਤ ਵਿੱਚ ਪੜ੍ਹਦਾ ਹਾਂ।</p> <ul style="list-style-type: none"> explore cultural symbols such as flags used by Australian, Aboriginal and Torres Strait Islander peoples and by India, identifying the colours of flags in Punjabi and discussing what the colours represent in English | <p>as the use of the expression ਫਿਰ ਮਿਲਾਂਗੇ when leaving, to avoid the finality associated with ‘goodbye’</p> <ul style="list-style-type: none"> experience and discuss the importance of music and dance in Punjabi culture/s as an expression of emotions such as excitement or happiness begin to understand the meaning of Punjabi expressions and gestures that may be unfamiliar to non-Punjabi | <p>as decorating the main entrance of the house and celebrating harvest festival</p> <ul style="list-style-type: none"> explore the six seasons of Punjabi culture | <p>language to show respect ਹਾਂਜੀ or status</p> <ul style="list-style-type: none"> explain ways in which the Punjabi language reflects values and traditions of Indian communities, such as ਭੰਡਾਰਾ, ਲੰਗਰ identify the adjustments they make when moving between languages, such as different ways of addressing people, or expressing affection or respect, discussing why these adjustments are | <ul style="list-style-type: none"> research Punjabi-speaking communities, such as in Malaysia, inviting special guests or showcasing their learning about cultural aspects of these communities investigate their own family heritage and background through talking with relatives, to discover more about migration and reflecting on how this can contribute to the formation of their own identity |

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | languages at home | | speakers, such as elders greet children by holding their hand over the child's head and saying ਜਿਉਂਦੇ ਰਹੋ as blessings or addressing older siblings/adults as ਤੁਸੀਂ rather than ਤੂੰ | | necessary and whether they are easy to make | |

Years 7–10

Strand: Communicating

Sub-strand: Interacting in Punjabi

| Year 7 | Year 8 | Year 9 | Year 10 |
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| <p>Initiate and sustain exchanges to share information and experiences about themselves, others and their personal worlds</p> <p>For example:</p> <ul style="list-style-type: none"> exchange information about themselves and others, such as ਮੇਰਾ ਨਾਮ ਲੂਸੀ ਹੈ ਅਤੇ ਮੈਨੂੰ ਹਾਈ ਸਕੂਲ ਦੀ ਜ਼ਿੰਦਗੀ ਬੇੜੀ ਔਖੀ ਲੱਗ ਰਹੀ ਹੈ। ਹਾਈ ਸਕੂਲ ਦੀ ਜ਼ਿੰਦਗੀ ਬਾਰੇ ਤੁਹਾਡੇ ਕੀ ਵਿਚਾਰ ਹਨ? ਮੈਨੂੰ ਇਹ ਹਾਈ ਸਕੂਲ ਦੀ ਜ਼ਿੰਦਗੀ ਬਹੁਤ ਪਸੰਦ ਆਇਆ। share information about their home and school routines, such as ਮੈਂ ਹਰ ਰੋਜ਼ ਸਕੂਲ ਨੂੰ ਪੈਦਲ ਆਉਂਦਾ ਹਾਂ। ਪਰ ਮੇਰਾ ਮਿੱਤਰ ਬੱਸ ਰਾਹੀਂ ਸਕੂਲ ਨੂੰ ਆਉਂਦਾ ਹੈ। ਸ਼ਾਮ ਵੇਲੇ ਮੈਨੂੰ ਆਪਣੇ ਕੁੱਤੇ ਨੂੰ ਬਾਹਰ ਘੁੰਮਾਉਣਾ ਬਹੁਤ ਚੰਗਾ ਲੱਗਦਾ ਹੈ। share experiences and describe activities, feelings and personal | <p>Initiate and sustain exchanges to share and compare information and experiences about their social world and special events</p> <p>For example:</p> <ul style="list-style-type: none"> discuss and share ideas, views and experiences, and provide suggestions and opinions about an activity, place or event, such as ਤੁਸੀਂ ਗਰਮੀ ਦੀਆਂ ਛੁੱਟੀਆਂ ਵਿੱਚ ਕੀ ਕੀਤਾ? ਮੈਂ ਆਪਣੇ ਪਰਿਵਾਰ ਨਾਲ ਪਿਨੈਕਲਸ ਗਿਆ ਸੀ। ਅਸੀਂ ਉੱਥੇ ਭਿੰਨ-ਭਿੰਨ ਪ੍ਰਕਾਰ ਦੀ ਬਨਸਪਤੀ ਅਤੇ ਜੀਵ-ਜੰਤੂਆਂ ਅਤੇ ਕੁਦਰਤੀ ਦ੍ਰਿਸ਼ਾਂ ਦਾ ਆਨੰਦ ਮਾਣਿਆ। ਮੇਰੇ ਖਿਆਲ ਨਾਲ ਤੁਹਾਨੂੰ ਵੀ ਕਿੰਗਸ ਪਾਰਕ ਦਾ ਲਾਇਟਇਸਕੇਪ ਸ਼ੋਅ ਪਸੰਦ ਆਵੇਗਾ। share and express preferences and experiences with classmates about events or weekend activities, such as ਮੈਨੂੰ ਸਰਫਿੰਗ ਬਹੁਤ | <p>Initiate, sustain and begin to extend exchanges in familiar and some unfamiliar contexts to share and compare information and experiences about Punjabi-speaking regions and the cultures</p> <p>For example:</p> <ul style="list-style-type: none"> participate in and sustain group discussions by sharing researched information about a chosen city or area of Punjab, such as ਚੰਡੀਗੜ੍ਹ ਪੰਜਾਬ ਅਤੇ ਹਰਿਆਣੇ ਦੀ ਰਾਜਧਾਨੀ ਹੈ। ਸੁਖਣਾ ਝੀਲ ਇਸਦੇ ਮੁੱਖ ਆਕਰਸ਼ਣਾਂ ਵਿੱਚੋਂ ਇੱਕ ਹੈ। ਕੀ ਤੁਹਾਨੂੰ ਚੰਡੀਗੜ੍ਹ ਦੇ ਇਤਿਹਾਸ ਬਾਰੇ ਪਤਾ ਹੈ? share information and experiences about Punjabi language and culture, such as ਤਿਉਹਾਰ ਅਤੇ ਮੇਲੇ ਪੰਜਾਬੀ ਸੱਭਿਆਚਾਰ ਦਾ ਅਤੁੱਟ ਅੰਗ ਹਨ। ਦੁੱਧ ਨਾਲ ਬਣੀਆਂ | <p>Initiate, sustain and extend exchanges in familiar and unfamiliar contexts to share and compare information and opinions about future plans and travel</p> <p>For example:</p> <ul style="list-style-type: none"> engage in conversations, role-plays or simulated interviews about future studies or travel destinations, seeking information, opinions or agreement, such as ਕੀ ਤੁਸੀਂ ਮੈਨੂੰ ਸਲਾਹ ਦੇ ਸਕਦੇ ਹੋ ਕਿ ਮੈਨੂੰ ਭਵਿੱਖ ਵਿੱਚ ਕਿਹੜਾ ਕਿੱਤਾ ਚੁਣਨਾ ਚਾਹੀਦਾ ਹੈ? ਮੈਂ ਤੁਹਾਡੇ ਨਾਲ ਸਹਿਮਤ ਹਾਂ ਕਿ ਮੈਨੂੰ ਪੰਜਾਬ ਜਾਣ ਤੋਂ ਪਹਿਲਾਂ ਉਨ੍ਹਾਂ ਸਾਰੀਆਂ ਥਾਵਾਂ ਦੀ ਸੂਚੀ ਬਣਾਉਣੀ ਚਾਹੀਦੀ ਹੈ, ਜਿੱਥੇ ਮੈਂ ਜਾਣਾ ਚਾਹੁੰਦਾ ਹਾਂ। share plans and concerns for the future, such as ਮੈਂ 11ਵੀਂ ਕਲਾਸ ਦੇ ਵਿਸ਼ਿਆਂ ਦੀ ਚੋਣ ਬਾਰੇ ਦੁੱਚਿਤੀ ਵਿੱਚ ਹਾਂ। ਮੈਂ |

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| <p>preferences, such as ਇਸ ਹਫ਼ਤੇ ਮੀਂਹ ਦੇ ਕਾਰਨ ਮੇਰਾ ਕ੍ਰਿਕੇਟ ਮੈਚ ਰੱਦ ਹੋ ਗਿਆ। ਮੈਨੂੰ ਚਿੱਤਰਕਾਰੀ ਕਰਨਾ ਵਧੀਆ ਲੱਗਦਾ ਹੈ।</p> <ul style="list-style-type: none"> describe the area in which they live and/or places of significance, such as ਮੇਰੇ ਘਰ ਦੇ ਨੇੜੇ ਇੱਕ ਲਾਇਬ੍ਰੇਰੀ ਹੈ। ਸਾਡੇ ਸਬੱਰਬ (ਕਸਬੇ) ਦੇ ਨੇੜੇ ਸਿੱਖ ਟ੍ਰੇਲ, ਰਿਵਰਟਨ ਹੈ ਜੋ ਪੰਜਾਬੀ ਭਾਈਚਾਰੇ ਵਿੱਚ ਬਹੁਤ ਪ੍ਰਸਿੱਧ ਹੈ। ਮਿਡਵੇਲ ਸਕੇਟਿੰਗ ਪਾਰਕ ਸਵਾਨ ਐਕਟਿਵ ਦੇ ਨੇੜੇ ਸਥਿਤ ਹੈ, ਮੈਂ ਉੱਥੇ ਹਰ ਮੰਗਲਵਾਰ ਸ਼ਾਮ ਨੂੰ ਸਕੇਟਿੰਗ ਸਿੱਖਣ ਜਾਂਦਾ ਹਾਂ। use strategies to maintain interactions, for instance asking for clarifications, repetition or speaking slowly, such as ਕਿਰਪਾ ਕਰਕੇ ਇੱਕ ਵਾਰੀ ਹੋਰ ਦੱਸਿਓ/ਥੋੜ੍ਹਾ ਹੌਲੀ ਬੋਲੋ। | <p>ਪਸੰਦ ਹੈ ਇਸ ਕਰਕੇ ਮੈਂ ਹਰ ਐਤਵਾਰ ਸਰਫਿੰਗ ਕਰਨ ਜਾਂਦਾ ਹਾਂ। ਪਿਛਲੇ ਹਫ਼ਤੇ ਮੈਂ ਆਪਣੇ ਪਰਿਵਾਰ ਨਾਲ ਸਵਾਨ ਵੈਲੀ ਸਪਰਿੰਗ ਫੈਸਟੀਵਲ ਗਿਆ ਸੀ। ਮੈਨੂੰ ਉੱਥੇ ਬਹੁਤ ਮਜ਼ਾ ਆਇਆ।</p> <ul style="list-style-type: none"> engage in conversation in pairs or groups to share information about their interests and leisure time, and compare that with their peers, such as ਮੈਨੂੰ ਹਾਕੀ ਖੇਡਣਾ ਬਹੁਤ ਪਸੰਦ ਹੈ। ਤੁਹਾਡੀ ਮਨਪਸੰਦ ਗਤੀਵਿਧੀ ਕਿਹੜੀ ਹੈ? ਮੈਂ ਹਰ ਸ਼ਨੀਵਾਰ ਟੈਨਿਸ ਖੇਡਣ ਜਾਂਦਾ ਹਾਂ ਪਰ ਮੇਰਾ ਦੋਸਤ ਭੰਗੜਾ ਸਿੱਖਣ ਜਾਂਦਾ ਹੈ। use conversational strategies to sustain interactions and encourage the speaker, such as ਇਹ ਤਾਂ ਬਹੁਤ ਦਿਲਚਸਪ ਗੱਲ ਹੈ। ਮਾਫ਼ ਕਰਨਾ, ਮੈਨੂੰ ਤੁਹਾਡੀ ਗੱਲ ਸਮਝ ਨਹੀਂ ਆਈ। ਕੀ ਤੁਸੀਂ ਇਸਨੂੰ ਦੁਬਾਰਾ ਦੁਹਰਾ ਸਕਦੇ ਹੋ? | <p>ਹੋਈਆਂ ਚੀਜ਼ਾਂ ਪੰਜਾਬੀ ਲੋਕਾਂ ਦੀ ਖੁਰਾਕ ਦਾ ਮਹੱਤਵਪੂਰਨ ਹਿੱਸਾ ਹਨ।</p> <ul style="list-style-type: none"> engage in interactions to discuss similarities and differences between Punjabi and Australian traditions, such as ਪੰਜਾਬੀ ਅਤੇ ਆਸਟ੍ਰੇਲੀਆਈ ਸੱਭਿਆਚਾਰਾਂ ਦੇ ਲੋਕ ਪਰਿਵਾਰਕ ਕਦਰਾਂ-ਕੀਮਤਾਂ ਨੂੰ ਤਰਜੀਹ ਦਿੰਦੇ ਹਨ। ਪੰਜਾਬੀ ਪਰਿਵਾਰ ਪ੍ਰਣਾਲੀ ਇੱਕ ਸੰਯੁਕਤ ਪਰਿਵਾਰਕ ਪ੍ਰਣਾਲੀ ਹੈ ਪਰ ਆਸਟ੍ਰੇਲੀਆਈ ਲੋਕ ਇਕਿਹਰੇ ਪਰਿਵਾਰਾਂ ਵਿੱਚ ਰਹਿਣਾ ਪਸੰਦ ਕਰਦੇ ਹਨ। discuss the influence of the language, customs, values and traditions on their own identity or that of Punjabi-speaking people, such as ਭਾਸ਼ਾ ਸਾਡੀ ਪਹਿਚਾਣ ਦਾ ਮੁੱਖ ਆਧਾਰ ਹੈ। ਉਸਨੇ ਮੈਨੂੰ ਦੱਸਿਆ ਕਿ ਘਰੋਂ ਨਿਕਲਣ ਤੋਂ ਪਹਿਲਾਂ ਪਰਿਵਾਰ ਦੇ ਸਾਰੇ ਮੈਂਬਰਾਂ ਤੋਂ ਸ਼ੁਭਕਾਮਨਾਵਾਂ ਲੈਣਾ ਉਸਦੇ ਪਰਿਵਾਰ ਵਿੱਚ ਬਹੁਤ ਜ਼ਰੂਰੀ ਹੈ। use conversational strategies and interjections to sustain interactions, such as ਅੱਛਾ! ਫਿਰ ਕੀ ਹੋਇਆ? ਬਈ ਵਾਹ! ਇਹ ਤਾਂ ਬਹੁਤ ਵਧੀਆ ਗੱਲ ਹੈ। | <p>ਇੱਕ ਇਤਿਹਾਸਕਾਰ ਬਣਨਾ ਚਾਹੁੰਦਾ ਹਾਂ ਅਤੇ ਪੰਜਾਬੀ ਪਰੰਪਰਾਗਤ ਕਲਾਵਾਂ ਉੱਤੇ ਖੋਜ ਕਰਨਾ ਚਾਹੁੰਦਾ ਹਾਂ। ਮੈਨੂੰ ਆਪਣੀ ਅਗਲੀ ਪੜ੍ਹਾਈ ਦੇ ਖਰਚਿਆਂ ਨੂੰ ਪੂਰਾ ਕਰਨ ਲਈ ਨੌਕਰੀ ਦੀ ਲੋੜ ਹੈ।</p> <ul style="list-style-type: none"> interact with a Punjabi speaker to seek information about life in Punjab, and the possibility of visiting Punjab in the future, such as ਦਿਸੰਬਰ-ਜਨਵਰੀ ਵਿੱਚ ਪੰਜਾਬ ਦਾ ਮੌਸਮ ਕਿਸ ਤਰ੍ਹਾਂ ਦਾ ਹੁੰਦਾ ਹੈ? ਕੀ ਤੁਸੀਂ ਪੰਜਾਬ ਜਾਣ ਦੀ ਯੋਜਨਾ ਬਣਾ ਰਹੇ ਹੋ? ਮੈਨੂੰ ਪੰਜਾਬ ਦੇ ਇਸ ਸ਼ਹਿਰ/ਖੇਤਰ ਬਾਰੇ ਹੋਰ ਦੱਸੋ। ਪੰਜਾਬ ਦੇ ਪੇਂਡੂ ਅਤੇ ਸ਼ਹਿਰੀ ਜੀਵਨ ਵਿੱਚ ਕੀ ਅੰਤਰ ਹੈ? maintain and extend interactions by seeking further clarifications, adding opinions and encouraging others to further discussions, such as ਇਹ ਇੱਕ ਬਹੁਤ ਵਧੀਆ ਵਿਚਾਰ ਹੈ। ਮਾਫ਼ ਕਰਨਾ, ਮੈਨੂੰ ਇਹ ਸਮਝ ਨਹੀਂ ਆਇਆ, ਮੈਨੂੰ ਇਸ ਬਾਰੇ ਥੋੜ੍ਹਾ ਹੋਰ ਦੱਸੋ। ਤੁਸੀਂ ਇਸ ਬਾਰੇ ਕੀ ਸੋਚਦੇ ਹੋ? |

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| <p>Collaborate in activities that involve planning and negotiating to share ideas and preferences</p> <p>For example:</p> <ul style="list-style-type: none"> work in a small group to plan and discuss ideas and preferences about an activity, such as ਮੇਰੇ ਹਿਸਾਬ ਨਾਲ, ਅਸੀਂ ਅੱਧੀ ਛੁੱਟੀ ਦੌਰਾਨ ਸ਼ਤਰੰਜ ਜਾਂ ਕਿਤਾਬ ਕਲੱਬ ਵਿਚ ਸ਼ਾਮਲ ਹੋ ਸਕਦੇ ਹਾਂ? ਮੈਨੂੰ ਸ਼ਤਰੰਜ ਖੇਡਣਾ ਚੰਗਾ ਲੱਗਦਾ ਹੈ। ਚਲੋ ਫਿਰ, ਅਸੀਂ ਸ਼ਤਰੰਜ ਕਲੱਬ ਵਿੱਚ ਆਪਣਾ ਨਾਮ ਦਰਜ ਕਰਵਾ ਦਿੰਦੇ ਹਾਂ। use and respond to a range of language to participate in class activities, such as ਚਲੋਂ ਹੁਣ ਖੇਡੀਏ! ਹਾਂਜੀ ਜ਼ਰੂਰ। ਹੁਣ ਮੇਰੀ ਵਾਰੀ। negotiate options, discuss and express preferences for suggestions and plans on how to proceed in a project, such as ਆਪਣੇ ਪ੍ਰੋਜੈਕਟ ਬਾਰੇ ਚਰਚਾ ਕਰਨ ਲਈ ਅਸੀਂ ਕੌਂ ਮਿਲ ਸਕਦੇ ਹਾਂ? ਤੁਹਾਡਾ ਕੀ ਖਿਆਲ ਹੈ? ਮੈਂ ਤੁਹਾਡੇ ਨਾਲ ਸਹਿਮਤ ਹਾਂ ਕਿ...। | <p>Collaborate in activities that involve planning, considering options, negotiating arrangements and problem-solving</p> <p>For example:</p> <ul style="list-style-type: none"> participate in simulated transactions and negotiations to organise an imaginary event, activity or outing, such as ਕੀ ਤੁਹਾਡੇ ਕੋਲ ਸਾਡੇ ਸਮੂਹ ਲਈ ਕੋਈ ਵਧੀਆ ਸੌਦਾ ਹੈ? ਨਹੀਂ, ਇਹ ਤਾਂ ਸਾਡੇ ਬਜਟ ਤੋਂ ਬਾਹਰ ਹੈ। ਕੀ ਤੁਹਾਡਾ ਸੱਭਿਆਚਾਰਕ ਗਰੁੱਪ ਸਾਡੇ ਸਕੂਲ ਸਦਭਾਵਨਾ ਦਿਵਸ ਤੇ ਪੰਜਾਬੀ ਰਿਵਾਇਤੀ ਨਾਚ ਪੇਸ਼ ਕਰ ਸਕਦਾ ਹੈ? participate in a collaborative project such as creating a school newsletter, blog or poster for the school community, about a significant school or social event or Punjabi festival, such as ਸਾਡੇ ਸਕੂਲ ਦਾ ਸਦਭਾਵਨਾ ਦਿਵਸ ਇਸ ਸਾਲ ਅਨੋਖੀ ਛਾਪ ਛੱਡ ਗਿਆ। ਸੱਭਿਆਚਾਰਕ ਸੋਸਾਇਟੀ ਵੈਸਟਰਨ ਆਸਟ੍ਰੇਲੀਆ ਵਲੋਂ ਕਰਵਾਏ ਗਏ ਪ੍ਰੋਗਰਾਮ ਵਿੱਚ ਸਾਡੇ ਸਕੂਲ ਦੇ ਬੱਚਿਆਂ ਨੇ ਪੰਜਾਬੀ ਰਿਵਾਇਤੀ ਲੋਕ-ਨਾਚ ਭੰਗੜਾ ਪੇਸ਼ ਕੀਤਾ। | <p>Collaborate in activities that involve planning, considering options, managing and problem-solving</p> <p>For example:</p> <ul style="list-style-type: none"> contribute to group discussions to plan an imaginary or real Punjabi event or activity, such as ਸਦਭਾਵਨਾ ਦਿਵਸ ਤੇ ਪੰਜਾਬੀ ਲੋਕ-ਨਾਚ ਦਾ ਪ੍ਰਦਰਸ਼ਨ ਕਰਨ ਲਈ ਪਾਉਣ ਵਾਲੀਆਂ ਪੇਸ਼ਾਕਾਂ ਦਾ ਪ੍ਰਬੰਧ ਸਾਨੂੰ ਜਲਦੀ ਕਰਨਾ ਚਾਹੀਦਾ ਹੈ। ਸਥਾਨਕ ਭਾਈਚਾਰਿਆਂ ਨਾਲ ਮਿਲਕੇ ਸਵੈ-ਸੇਵਾ (ਵਲੰਟੀਅਰ ਕੰਮ) ਕਰਨਾ ਪੰਜਾਬੀ ਭਾਈਚਾਰੇ ਦੀ ਪ੍ਰਮੁੱਖ ਵਿਸ਼ੇਸ਼ਤਾ ਹੈ। participate in and maintain exchanges in imagined scenarios with peers related to ordering food or explaining recipes, such as ਕਿਰਪਾ ਕਰਕੇ ਸਾਡੇ ਲਈ ਇੱਕ ਪਲੇਟ ਅੰਮ੍ਰਿਤਸਰੀ ਕੁਲਚਾ ਅਤੇ ਇੱਕ ਸਾਗ ਅਤੇ ਦੋ ਮੱਕੀ ਦੀਆਂ ਰੋਟੀਆਂ ਲਿਆ ਦਿਓ। ਭੋਜਨ ਦੇ ਨਾਲ ਕੀ ਤੁਸੀਂ ਲੱਸੀ ਜਾਂ ਕੋਈ ਹੋਰ ਡ੍ਰਿੰਕ (ਦੁੱਧ ਪਦਾਰਥ) ਦਾ ਆਰਡਰ ਕਰਨਾ ਚਾਹੋਗੇ? ਪਿੰਨੀਆਂ ਬਣਾਉਣ ਲਈ ਤੁਹਾਨੂੰ ਇਹ ਸਮੱਗਰੀ ਚਾਹੀਦੀ ਹੈ...। | <p>Contribute ideas, opinions and suggestions to negotiate outcomes and share experiences</p> <p>For example:</p> <ul style="list-style-type: none"> participate in planning an imagined trip to Punjabi-speaking region, discussing destinations, budgets, interests and preferences using travel-related vocabulary, such as ਕੀ ਤੁਸੀਂ ਮੈਨੂੰ ਦੱਸ ਸਕਦੇ ਹੋ ਕਿ ਕਿਲ੍ਹਾ ਗੋਬਿੰਦਗੜ੍ਹ ਅੰਮ੍ਰਿਤਸਰ ਤੋਂ ਕਿੰਨੀ ਦੂਰ ਹੈ? ਮੈਂ ਲਾਹੌਰ ਵਿਖੇ ਮਹਾਰਾਜਾ ਰਣਜੀਤ ਸਿੰਘ ਦੇ ਕਿਲ੍ਹੇ ਨੂੰ ਦੇਖਣਾ ਚਾਹੁੰਦਾ ਹਾਂ। ask questions for clarifications and express agreement and disagreement, such as ਮੈਨੂੰ ਤੁਹਾਡੀ ਗੱਲ ਸਮਝ ਵਿੱਚ ਨਹੀਂ ਆਈ, ਕੀ ਤੁਸੀਂ ਇਸਨੂੰ ਫਿਰ ਦੁਹਰਾ ਸਕਦੇ ਹੋ? ਮੈਂ ਤੁਹਾਡੇ ਨਾਲ ਬਿਲਕੁਲ ਸਹਿਮਤ ਹਾਂ ਕਿ...। ਹਾਂਜੀ ਤੁਸੀਂ ਬਿਲਕੁਲ ਸਹੀ ਕਿਹਾ। use classroom language to question, elicit and offer opinions, compare ideas, and participate in reflective activities and evaluations |

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| | <ul style="list-style-type: none"> • use verbal and non-verbal language and gestures to express feelings and indicate agreement or disagreement about an activity, such as ਮੈਂ ਤੁਹਾਡੇ ਨਾਲ ਪੂਰੀ ਤਰ੍ਹਾਂ ਸਹਿਮਤ ਹਾਂ ਕਿ ...। ਮੈਨੂੰ ਮਹਿੰਦੀ ਲਗਾਉਣਾ ਵੀ ਪਸੰਦ ਹੈ। ਮਾਫ਼ ਕਰਨਾ, ਮੈਂ ਇਸ ਸ਼ਨੀਵਾਰ ਤੁਹਾਡੇ ਨਾਲ ... ਨੂੰ ਨਹੀਂ ਆ ਸਕਦਾ। | <ul style="list-style-type: none"> • consider and negotiate options, such as ਪੰਜਾਬ ਵਿੱਚ ਤੁਹਾਡਾ ਮਨਪਸੰਦ ਇਲਾਕਾ ਕਿਹੜਾ ਹੈ? ਮੈਨੂੰ ਲਾਹੌਰ ਪਸੰਦ ਹੈ। ਮੇਰੇ ਲਈ ਵੀ ਇਹ ਸਭ ਤੋਂ ਦਿਲਚਸਪ ਸ਼ਹਿਰ ਹੈ। ਇਸ ਤੋਂ ਇਲਾਵਾ ਅੰਮ੍ਰਿਤਸਰ ਵੀ ਮੇਰਾ ਮਨਪਸੰਦ ਸ਼ਹਿਰ ਹੈ। | |

Sub-strand: Mediating meaning in and between languages

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| <p>Locate and process information, ideas and opinions in texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • survey peers, community members and family members on familiar topics, and present information in chosen formats, such as visual posters or presentations • watch, read or listen to a short text about an event or activity and collect the key information from the text • summarise and present different aspects of home and school life from audiovisual and written texts | <p>Locate, summarise and process information, ideas and opinions in texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • research and gather information about different activities and events using a range of sources, and organise and share the information in print/online form • watch, read or listen to a short text and make a list of key words, identifying that there is not always word for word equivalence when moving between English and Punjabi, such as ਰੋਣਕ, ਚੜ੍ਹਦੀ ਕਲਾ, ਸੇਵਾ, ਠਾਠ • extract information from different sources and present to others in English or Punjabi, using tools such as tables, concept maps, oral presentations and charts | <p>Compare and summarise information, ideas and opinions from a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • research the influence of Punjabi-speaking communities in the Australian context, such as through texts on first Punjabi immigrants, Punjabi people in contemporary society, and the contribution of Punjabi-speaking communities in the society, and summarise key findings in Punjabi • gather and present information on emerging trends related to technology and travel, and their influence on Punjabi culture, such as ਨਿੱਜੀ ਅਤੇ ਸਮਾਜਿਕ ਕਾਰਨਾਂ ਕਰਕੇ ਵੱਡੀ ਸੰਖਿਆ ਵਿੱਚ ਪੰਜਾਬੀ ਨੌਜਵਾਨ ਦੂਜੇ ਦੇਸ਼ਾਂ ਨੂੰ ਪਰਵਾਸ ਕਰ ਗਏ ਹਨ। ਨਿੱਤ ਬਦਲਦੇ ਤਕਨੀਕੀ ਸਾਧਨ ਬਾਕੀ ਸੱਭਿਆਚਾਰਾਂ ਵਾਂਗ ਪੰਜਾਬੀ ਸੱਭਿਆਚਾਰ ਉੱਤੇ ਵੀ ਸਕਾਰਾਤਮਕ | <p>Compare and summarise information, ideas and opinions from a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • translate signs, texts, messages and advertisements written in Punjabi to English, and identify and write simple meanings for the elements that may cause misunderstandings or summarise information for class discussions • research and present the benefits of learning Punjabi and career opportunities in Punjabi-speaking regions of India and Pakistan, and Punjabi-speaking communities worldwide, such as ਪੰਜਾਬੀ ਸਿੱਖਣ ਨਾਲ ਮੇਰੀ ਅੰਤਰ-ਸੱਭਿਆਚਾਰਕ ਸਮਝ ਵਿੱਚ ਵਾਧਾ ਹੋਇਆ ਹੈ। ਪੰਜਾਬੀ ਅਤੇ ਅੰਗਰੇਜ਼ੀ ਵਿੱਚ ਦੋਭਾਸ਼ੀ ਹੋਣ ਨਾਲ ਮੈਨੂੰ ਭਵਿੱਖ ਵਿੱਚ ਕਿਸੇ ਵੀ ਖੇਤਰ ਵਿੱਚ ਆਪਣਾ ਮਨਚਾਹਿਆ ਕੰਮ ਮਿਲਣ ਦੀ ਸੰਭਾਵਨਾ ਜ਼ਿਆਦਾ ਹੈ। |

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| | | <p>ਅਤੇ ਨਕਾਰਾਤਮਕ, ਦੋਵੇਂ ਤਰ੍ਹਾਂ ਦਾ ਪ੍ਰਭਾਵ ਪਾ ਰਹੇ ਹਨ।</p> <ul style="list-style-type: none"> compare information from a range of texts about ceremonies and special occasions, and present information to their groups or the whole class | <ul style="list-style-type: none"> compare and evaluate texts that contain different perspectives and information about future plans and travel to support debates or informative presentations |
| <p>Identify strategies to interpret and convey meaning in the Punjabi language in familiar non-verbal, spoken and written cultural contexts</p> <p>For example:</p> <ul style="list-style-type: none"> use print/digital dictionaries to find the correct meaning of words and expressions within a given context, and then use them appropriately to compose their own texts make a list of English loan words that have been adopted into the Punjabi language and vice-versa compare their own translations with their peers and notice when it is difficult to transfer meaning from one language to the other | <p>Identify strategies to interpret and adjust non-verbal, spoken and written Punjabi language to translate and convey meaning in familiar cultural contexts</p> <p>For example:</p> <ul style="list-style-type: none"> use bilingual dictionaries to translate the meaning of individual words and to create glossaries of Punjabi and English expressions reread parts of a text or read ahead to guess or infer meaning when encountering unfamiliar words in the text translate and interpret texts about special events and leisure time, noting culture-specific | <p>Interpret and translate non-verbal, spoken and written Punjabi language to convey meaning in familiar cultural contexts</p> <p>For example:</p> <ul style="list-style-type: none"> draw on different sources to create bilingual resources individually or collaboratively with peers, such as a list of words/phrases, glossaries, signage, recipe books, children’s stories, timelines or brochures identify and translate words and expressions that reflect cultural values, such as ਭੜੋਲੀ, ਨਿਮਰਤਾ, ਜੁਗਾੜ, ਚਾਹ-ਪਾਣੀ, ਠਰਮਾ, ਕਰਾਰਾ recognise when literal translation is not possible, or more than one | <p>Interpret and translate non-verbal, spoken and written Punjabi language to convey meaning in a range of cultural contexts</p> <p>For example:</p> <ul style="list-style-type: none"> draw on or refer to different sources to create bilingual texts, including word lists, common phrases, maps, menus and allergy cards for non-Punjabi speakers planning to visit Punjab, assisting them with travel and communication, such as ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ, ਇਸਦੀ ਕੀਮਤ ਕੀ ਹੈ? ਕਿਰਪਾ ਕਰਕੇ ਮੈਨੂੰ ਦੱਸੋ ਕਿ...। ਮੈਨੂੰ ਅਖਰੋਟ ਦੀਆਂ ਗਿਰੀਆਂ ਤੋਂ ਐਲਰਜੀ ਹੈ। use a range of tools, such as graphs, tables, mind maps, |

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| | <p>words and their meaning in a specific context</p> | <p>translation is possible, such as ਕੀਤਾ can be translated as 'done' or it can be used as a part of conjunct verb in past tense</p> | <p>concept maps and charts, to brainstorm, summarise and organise findings, and present them to the class</p> <ul style="list-style-type: none"> ● assess the use and benefits of translating apps, compare different translations, and discuss any emerging differences ● experiment with different resources to translate and find the correct meaning in context, such as using bilingual dictionaries, encyclopedias and electronic dictionaries, comparing individual translations, back translating and swapping useful references |

Sub-strand: Creating text in Punjabi

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| <p>Create informative, imaginative and personal texts, adapting familiar and modelled language for a specific context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • make a presentation about their hobbies or family and friends • share information about aspects of their home or school life in a short text to a friend or family member, using appropriate phrases to mark respect for age, gender and social authority, such as ਮੇਰੇ ਪਿਆਰੇ ਦੋਸਤ/ਮਿੱਤਰ...। ਪਿਆਰੇ ਪਿਤਾ ਜੀ, ਮੈਂ ਤੁਹਾਡੇ ਅੱਗੇ ਨਿਮਰਤਾ ਸਹਿਤ ਬੇਨਤੀ ਕਰਦਾ ਹਾਂ ਕਿ...। ਤੁਹਾਡਾ ਬਹੁਤ-ਬਹੁਤ ਧੰਨਵਾਦ। • adapt familiar texts or use modelled language to create and present simple texts for instance messages, notes and scripts for presentations, such as ਮੇਰੀ ਅੱਜ ਦੀ ਪੇਸ਼ਕਾਰੀ ਦਾ ਵਿਸ਼ਾ ਹੈ ...। ਤੁਹਾਡਾ ਬਹੁਤ-ਬਹੁਤ ਧੰਨਵਾਦ। | <p>Create informative, imaginative and personal texts, adapting familiar and modelled language for a specific context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • create a storyboard exploring or explaining the sequence of events in a series of interrelated short stories • make journal entries about their experience of an event or activity, recording significant milestones, such as ਪਿਛਲੇ ਹਫਤੇ ਦੇ ਅੰਤ ਵਿੱਚ ਮੈਂ ਆਪਣੇ ਦੋਸਤਾਂ ਨਾਲ ਐਡਵੈਂਚਰ ਵਰਲਡ ਗਿਆ ਸੀ। ਉਸ ਦਿਨ ਬਹੁਤ ਗਰਮੀ ਸੀ। ਮੈਨੂੰ ਬਹੁ-ਸੱਭਿਆਚਾਰਕ (ਮਲਟੀਕਲਚਰਲ) ਪ੍ਰੋਗਰਾਮ ਵਿੱਚ ਵਧੀਆ ਬੁਲਾਰੇ ਦਾ ਸਨਮਾਨ ਮਿਲਿਆ। • write, perform or record imaginative texts using digital presentation software with voice-over function • write a recount of a favourite activity or event, such as ਹਾਈਕਿੰਗ | <p>Create informative, imaginative and personal texts, using linguistic features and textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • produce a classroom poster, locating and describing in Punjabi popular places/regions, regional foods and other significant aspects • compile information in the form of a chart to identify similarities and differences between Punjabi and Australian culture, such as ਪੰਜਾਬੀ ਲੋਕ ਕ੍ਰਿਕਟ ਅਤੇ ਕਬੱਡੀ ਨੂੰ ਪਿਆਰ ਕਰਦੇ ਹਨ ਜਦੋਂ ਕਿ ਆਸਟ੍ਰੇਲੀਆਈ ਲੋਕ ਕ੍ਰਿਕਟ ਅਤੇ ਫੁੱਟਬਾਲ ਦੇ ਸ਼ੌਕੀਨ ਹਨ। ਪੰਜਾਬੀ ਪਕਵਾਨਾਂ ਦਾ ਮੁੱਖ ਆਕਰਸ਼ਣ ਸ਼ਾਕਾਹਾਰੀ ਭੋਜਨ ਹੈ ਪਰ ਆਸਟ੍ਰੇਲੀਆਈ ਪਕਵਾਨ ਸ਼ਾਕਾਹਾਰੀ ਅਤੇ ਮਾਸਾਹਾਰੀ ਭੋਜਨਾਂ ਦਾ ਮਿਸ਼ਰਣ ਹੈ। • write a letter or email to share information about | <p>Create informative, imaginative and personal texts, using linguistic features and textual conventions for a range of contexts and purposes, and to engage different audiences</p> <p>For example:</p> <ul style="list-style-type: none"> • produce a class print/digital poster, highlighting the benefits of learning Punjabi, such as ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਸਿੱਖਣ ਦੇ ਕਈ ਲਾਭ ਹਨ। ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਗਿਆਨ ਹੋਣ ਕਰਕੇ ਮੈਂ ਬਾਕੀ ਇੰਡੋ-ਆਰਿਅਨ ਭਾਸ਼ਾਵਾਂ ਨੂੰ ਕਿਸੇ ਹੱਦ ਤੱਕ ਸਮਝ ਸਕਦਾ ਹਾਂ। • write simple imaginative texts about travelling that involve fictional characters and experiences they may encounter, and places students want to explore in future • make a journal entry about future plans and aspirations |

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| <ul style="list-style-type: none"> write the script of a dialogue between friends talking about their school subjects based on a modelled example or similar familiar text, such as ਅੱਜ ਤੇਰੀਆਂ ਕਿਹੜੇ-ਕਿਹੜੇ ਵਿਸ਼ੇ ਦੀਆਂ ਕਲਾਸਾਂ ਹਨ? ਅੱਜ ਮੇਰੀਆਂ ਵਿਗਿਆਨ ਅਤੇ ਗਣਿਤ ਦੀਆਂ ਕਲਾਸਾਂ ਲੱਗਣੀਆਂ ਹਨ। ਵਿਗਿਆਨ ਮੇਰਾ ਮਨਪਸੰਦ ਵਿਸ਼ਾ ਹੈ। | <p>ਤੋਂ ਵਾਪਸ ਆਉਂਦੇ ਸਮੇਂ ਮੇਰਾ ਦੋਸਤ ਡਿੱਗ ਪਿਆ ਅਤੇ ਉਸਨੂੰ ਸੱਟ ਲੱਗ ਗਈ।</p> | <p>factual/imagined events and experiences, for different audiences</p> <ul style="list-style-type: none"> develop a role-play script for a television cooking segment, using appropriate language and expressions to engage the audience, such as ਸਾਡੇ ਹਫ਼ਤਾਵਾਰੀ ਪ੍ਰੋਗਰਾਮ ਵਿੱਚ ਤੁਹਾਡਾ ਸਵਾਗਤ ਹੈ। ਸਾਗ ਇੱਕ ਪੰਜਾਬੀ ਰਿਵਾਇਤੀ ਭੋਜਨ ਹੈ ਅਤੇ ਇਹ ਸਰੋਂ ਦੀਆਂ ਗੰਦਲਾਂ ਤੋਂ ਬਣਦਾ ਹੈ। ਭੜੇਲੀ ਵਿੱਚ ਬਣੇ ਸਾਗ ਦੀ ਤਾਂ ਗੱਲ ਹੀ ਹੋਰ ਹੁੰਦੀ ਹੈ। | |

Strand: Understanding language and culture

Sub-strand: Understanding systems of language

| Year 7 | Year 8 | Year 9 | Year 10 |
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| <p>Apply knowledge of familiar linguistic features of spoken Punjabi to interact with developing fluency</p> <p>For example:</p> <ul style="list-style-type: none"> • use low, high and neutral tones associated with the voiced aspirated consonants (ਘ, ਝ, ਢ, ਧ, ਭ) • apply knowledge of the <i>lagaan</i> to pronounce short and long sounds • use appropriate intonation to exaggerate, emphasise a feeling or create a question, such as ਉਸਨੂੰ ਵੀ ਇਹ ਪਸੰਦ ਆਵੇਗਾ ਨਾ? ਉਸਨੂੰ ਵੀ ਇਹ ਪਸੰਦ ਆਵੇਗਾ। | <p>Apply knowledge of linguistic features of spoken Punjabi to interact with increased fluency</p> <p>For example:</p> <ul style="list-style-type: none"> • use nasal consonants (ਕ, ਢ, ਠ, ਨ, ਮ) by using stress and intonation • apply varied pronunciation to express surprise, disappointment or sadness, such as ਸੱਚਮੁੱਚ! ਮੈਨੂੰ ਯਕੀਨ ਨਹੀਂ ਹੋ ਰਿਹਾ। ਓਹ! ਇਹ ਤਾਂ ਬਹੁਤ ਬੁਰਾ ਹੋਇਆ ਹੈ। • adapt the pitch, stress and pattern of speech according to the audience, context and purpose, such as an announcement, interview, conversation or speech | <p>Apply linguistic features of spoken Punjabi to interact with enhanced fluency</p> <p>For example:</p> <ul style="list-style-type: none"> • produce the high tone sound when ਚੋ proceeds a vowel and when used in its conjunct form • pronounce words with ਸ਼ and ਛ sounds, such as ਸੱਕ, ਛੱਕ • apply knowledge of the position of vowels and their sounds in a word, that is no matter where a vowel occurs with a consonant, it is always pronounced after the consonant • apply correct intonation to pose questions that are structured as statements, noting sometimes they are used as rhetorical questions, such as ਚਲੋ! ਵਧੀਆ ਹੋਇਆ। ਉਹ ਵੀ ਸਾਡੇ ਨਾਲ ਪੰਜਾਬੀ ਸੱਭਿਆਚਾਰਕ ਪ੍ਰਦਰਸ਼ਨੀ ਦੇਖਣ ਚੱਲ ਰਿਹਾ? | <p>Apply linguistic features of spoken Punjabi to further extend fluency</p> <p>For example:</p> <ul style="list-style-type: none"> • apply high, neutral or low tone to pronounce words correctly • demonstrate use of voiced and voiceless stops, aspirated and unaspirated stops, and dental and retroflex sounds • demonstrate correct pronunciation of consonants, inter-vocal consonant ਚੋ and vowels, and their relationship with the production of low, level or high tones |

| Year 7 | Year 8 | Year 9 | Year 10 |
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| <p>Apply knowledge of linguistic features of Punjabi to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> • use adjectives to provide description about themselves and others or their interests, such as ਮੇਰੀ ਉਮਰ ਬਾਰਾਂ ਸਾਲ ਹੈ। ਮੈਨੂੰ ਆਪਣੀ ਪੜ੍ਹਾਈ ਦੇ ਨਾਲ-ਨਾਲ ਖੇਡਾਂ ਵਿੱਚ ਭਾਗ ਲੈਣਾ ਚੰਗਾ ਲੱਗਦਾ ਹੈ। • use a range of tenses to describe home and school life, such as ਮੈਂ ਹਰ ਸ਼ਾਮ ਆਪਣੇ ਘਰ ਦੇ ਨੇੜੇਲੇ ਮੈਦਾਨ ਵਿੱਚ ਕ੍ਰਿਕਟ ਖੇਡਣ ਜਾਂਦਾ ਹਾਂ। ਮੇਰਾ ਦੋਸਤ ਕੱਲ੍ਹ ਮੇਰੇ ਘਰ ਮੈਨੂੰ ਮਿਲਣ ਆਇਆ। ਮੈਂ ਆਪਣੇ ਦੋਸਤਾਂ ਨਾਲ ਅਗਲੇ ਹਫ਼ਤੇ ਕੈਂਪਿੰਗ ਲਈ ਜਾ ਰਿਹਾ ਹਾਂ। • use high frequency adverbs to modify verbs, such as ਉਸਨੇ ਜਲਦੀ ਨਾਲ ਆਪਣਾ ਕੰਮ ਖਤਮ ਕੀਤਾ ਅਤੇ ਆਪਣੇ ਦੋਸਤਾਂ ਨਾਲ ਖੇਡਣ ਚਲੀ ਗਈ। ਮੇਰੇ ਮਾਤਾ ਜੀ ਹਮੇਸ਼ਾ ਸਵੇਰੇ ਜਲਦੀ ਉੱਠ ਜਾਂਦੇ ਹਨ। • use conjunctions to create compound sentences, such as ਮੈਨੂੰ ਬਾਸਕਟਬਾਲ ਖੇਡਣਾ ਪਸੰਦ ਹੈ ਅਤੇ ਮੈਂ ਸਕੂਲ ਤੋਂ ਬਾਅਦ ਹਰ ਰੋਜ਼ ਇਸਦਾ ਅਭਿਆਸ | <p>Apply knowledge of linguistic features of Punjabi to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> • use adjectives to express ownership and quantity, such as ਮੈਂ ਕੱਲ੍ਹ ਨੂੰ ਆਪਣੇ ਦੋਸਤਾਂ ਨਾਲ ਸਮੁੰਦਰ ਕਿੰਨਾਰੇ ਟਹਿਲਣ ਜਾਵਾਂਗਾ। ਇਹ ਮੇਰੀਆਂ ਕੈਂਪਿੰਗ ਤੇ ਲੈ ਕੇ ਜਾਣ ਵਾਲੀਆਂ ਚੀਜ਼ਾਂ ਹਨ। • experiment using active and passive voice when describing leisure time activities and social events, such as ਮੈਂ ਆਪਣਾ ਬੈਗ ਪੈਕ ਕਰ ਲਿਆ ਹੈ। ਬੈਗ ਪੈਕ ਕਰ ਲਿਆ ਗਿਆ ਹੈ। ਅਸੀਂ ਸੰਗੀਤ ਸਮਾਰੋਹ ਦੀਆਂ ਟਿਕਟਾਂ ਖਰੀਦ ਲਈਆਂ ਹਨ। ਸੰਗੀਤ ਸਮਾਰੋਹ ਦੀਆਂ ਟਿਕਟਾਂ ਖਰੀਦ ਲਈਆਂ ਗਈਆਂ ਹਨ। • use adverbs of time, place and frequency in a variety of sentences, such as ਅੱਜਕੱਲ੍ਹ ਹਰ ਕੋਈ ਛੁੱਟੀਆਂ ਮਨਾਉਣ ਲਈ ਦੂਜੇ ਦੇਸ਼ਾਂ ਵਿੱਚ ਜਾਣਾ ਪਸੰਦ ਕਰਦਾ ਹੈ। ਸਾਡੇ ਹੋਟਲ ਦੇ ਸਾਹਮਣੇ ਇੱਕ ਬਹੁਤ ਹੀ ਸੁੰਦਰ ਝੀਲ ਸੀ। • use conjunctions to create complex sentences, such as ਮੈਂ ਸਵੇਰੇ ਜਲਦੀ ਉੱਠਣਾ ਚਾਹੁੰਦਾ ਹਾਂ ਤਾਂ ਜੋ ਚੜ੍ਹਦਾ | <p>Select and use an extended range of linguistic features of Punjabi to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> • use compound nouns, and their meaning, in the cultural context, such as ਸਾਫ਼-ਸੁਥਰਾ, ਅੱਜ-ਕੱਲ੍ਹ, ਸਾਕ-ਸੰਬੰਧੀ, ਸੋਚ-ਵਿਚਾਰ • use adverbs to modify verbs and adjectives, such as ਮੈਂ ਕਦੀ-ਕਦਾਈਂ ਹੀ ਜੰਕ ਫੂਡ ਖਾਂਦਾ ਹਾਂ। ਉਹ ਬਹੁਤ ਉਤਸ਼ਾਹ ਨਾਲ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਸਿੱਖ ਰਹੀ ਹੈ। • transform adjectives and verbs in compliance with the gender of a noun, such as ਮੇਰਾ ਭਰਾ ਮੇਰੇ ਨਾਲ ਬਾਜ਼ਾਰ ਗਿਆ। ਮੇਰੀ ਭੈਣ ਮੇਰੇ ਨਾਲ ਬਾਜ਼ਾਰ ਗਈ। • use knowledge of prefixes and suffixes to modify their text, such as ਪੂਰਨ, ਸਪੂਰਨ, ਅਪੂਰਨ; ਸਜਾਵਟ, ਰੁਕਾਵਟ, ਬਣਾਵਟ • explore and use common Punjabi idioms, such as ਉਗਲਾਂ ਟੁੱਕਣਾ, ਆਪਣੀ ਨੀਂਦ ਸੌਣਾ, ਆਓ ਭਗਤ ਕਰਨਾ | <p>Select and use an extended range of linguistic features of Punjabi to enhance meaning, when responding to and creating texts</p> <p>For example:</p> <ul style="list-style-type: none"> • use cohesive devices to link, clarify, contrast, relate or sequence ideas, and modify meaning in texts, such as ਮੈਂ ਅਲੋਪ ਹੋ ਰਹੀਆਂ ਭਾਸ਼ਾਵਾਂ ਉੱਤੇ ਖੋਜ ਕਰਨਾ ਚਾਹੁੰਦਾ ਹਾਂ ਇਸ ਕਰਕੇ ਭਾਸ਼ਾ ਵਿਗਿਆਨ ਦੇ ਕਿੱਤੇ ਦੀ ਚੋਣ ਕਰਾਂਗਾ। ਜਿਵੇਂ ਕਿ ਸਕੂਲ ਦੇ ਸਲਾਹਕਾਰ ਨੇ ਮੈਨੂੰ ਸਮਝਾਇਆ ਹੈ ਕਿ... • apply knowledge of case markers to form meaningful sentences, such as ਉਸਨੇ ਆਪਣੀਆਂ ਸਹੇਲੀਆਂ ਨਾਲ ਪੰਜਾਬ ਜਾਣ ਦਾ ਫੈਸਲਾ ਕੀਤਾ। ਉਸ ਦੀ ਖੇਡਾਂ ਵਿੱਚ ਬਹੁਤ ਡੂੰਘੀ ਦਿਲਚਸਪੀ ਹੈ। • use modal verbs to share information or express ideas, opinions or suggestions about future plans and travel, such as ਸ਼ਾਇਦ ਮੈਂ ਗਰਮੀਆਂ ਦੀਆਂ ਛੁੱਟੀਆਂ ਵਿੱਚ ਪੰਜਾਬ ਜਾਵਾਂਗਾ। ਤੁਹਾਨੂੰ ਇਸ ਬਾਰੇ ਹੋਰ ਜਾਣਕਾਰੀ ਲੈਣੀ ਚਾਹੀਦੀ ਹੈ। ਇਹ ਬਹੁਤ ਜ਼ਰੂਰੀ ਹੈ ਕਿ ਤੁਸੀਂ ਆਪਣੇ ਕਰੀਅਰ ਦੀ ਚੋਣ |

| Year 7 | Year 8 | Year 9 | Year 10 |
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| <p>ਕਰਦਾ ਹਾਂ।</p> <ul style="list-style-type: none"> • apply correct word order, subject verb agreement, and simple sentence structure when writing a short description about their friends and family, such as ਨੀਰੂ ਮੇਰੀ ਸਭ ਤੋਂ ਚੰਗੀ ਦੋਸਤ ਹੈ। ਉਸਨੂੰ ਖੇਡਾਂ ਪਸੰਦ ਹਨ। ਮੇਰੇ ਭਰਾ ਦਾ ਨਾਮ ਜੈ ਹੈ। ਉਹ 8ਵੀਂ ਜਮਾਤ ਵਿੱਚ ਪੜ੍ਹਦਾ ਹੈ। | <p>ਸੁਰਜ ਦੇਖ ਸਕਾਂ। ਮੈਂ ਅੱਜ ਤੈਰਾਕੀ ਕਰਨ ਨਹੀਂ ਜਾਵਾਂਗਾ ਕਿਉਂਕਿ ਮੇਰੀ ਤਬੀਅਤ ਠੀਕ ਨਹੀਂ ਹੈ।</p> <ul style="list-style-type: none"> • experiment using conditional tense and use correct verb endings in both clauses, such as ਜੇ ਤੁਸੀਂ ਮੇਰੀ ਮਦਦ ਕਰੋ ਤਾਂ ਮੈਂ ਜਲਦੀ ਕੰਮ ਖਤਮ ਕਰ ਸਕਦਾ ਹਾਂ। ਜੇ ਤੂੰ ਮਿਹਨਤ ਕਰੇਗਾ ਤਾਂ ਹੀ ਪ੍ਰੀਖਿਆ ਵਿੱਚ ਵਧੀਆ ਅੰਕ ਪ੍ਰਾਪਤ ਕਰ ਸਕੇਗਾ। | | <p>ਕਰਨ ਤੋਂ ਪਹਿਲਾਂ ਲੋੜੀਂਦੀ ਜਾਣਕਾਰੀ ਇਕੱਠੀ ਕਰੋ।</p> <ul style="list-style-type: none"> • use modal verbs to share information or express ideas, opinions or suggestions about future plans and travel, such as ਇਸ ਬਾਰੇ ਹੋਰ ਜਾਣਨ ਲਈ ਮੈਨੂੰ ਆਪਣੇ ਸਕੂਲ ਦੇ ਸਲਾਹਕਾਰ ਨੂੰ ਮਿਲਣ ਦੀ ਲੋੜ ਹੈ। ਮੈਂ ਛੁੱਟੀਆਂ ਦੌਰਾਨ ਭਾਰਤ ਜਾਣਾ ਚਾਹਾਂਗਾ। |
| <p>Identify and discuss similarities and differences in how linguistic features are used in Punjabi and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> • discuss differences in modality and politeness between Punjabi and English, such as ਮੈਂ ਸੰਗੀਤ ਸਿੱਖਣਾ ਚਾਹੁੰਦਾ ਹਾਂ। ਅੱਜ ਮੇਰਾ ਫੁੱਟਬਾਲ ਦਾ ਮੈਚ ਹੈ, ਇਸ ਲਈ ਮੈਨੂੰ ਆਪਣੀ ਕਲਾਸ ਜਲਦੀ ਖਤਮ ਕਰਨੀ ਪਵੇਗੀ। ਕਿਰਪਾ ਕਰਕੇ ਮੈਨੂੰ ਇਸ ਬਾਰੇ ਹੋਰ ਦੱਸੋ। • discuss similarities in features of familiar text types in Punjabi and English, such as letter, email, | <p>Identify and discuss similarities and differences in how linguistic features are used in Punjabi and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> • use language features and word order, and discuss how they vary in Punjabi and English, using relevant metalanguage, such as nouns, pronouns, verbs and adjectives • discuss similarities and differences in register when using Punjabi and English in different contexts, such as when giving an oral | <p>Reflect on and discuss similarities and differences in how linguistic features are used in Punjabi and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> • use metalanguage to modify sentences, for instance using case markers, adjectives and adjective modifiers, such as ਮੇਰੇ ਘਰ ਦੇ ਕੋਲ ਪੰਜਾਬੀ ਕਰਿਆਨੇ ਦੀ ਇੱਕ ਬਹੁਤ ਵੱਡੀ ਦੁਕਾਨ ਹੈ। • develop metalanguage for discussing cultural expressions and representation, such as ਵੀਰ, ਸ਼ਾਨ, ਕੁੜਤਾ-ਪਜਾਮਾ | <p>Reflect on and evaluate the use of linguistic features in Punjabi texts, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> • discuss that verbs conjugate according to tense, aspect and mood, and number and gender, such as ਮੇਰਾ ਮਿੱਤਰ ਆਪਣੀ ਅਗਲੀ ਪੜ੍ਹਾਈ ਲਈ ਪੰਜਾਬ ਜਾਣਾ ਚਾਹੁੰਦਾ ਹੈ। ਮੇਰੀ ਕਲਾਸ ਦੇ ਕੁੱਝ ਵਿਦਿਆਰਥੀ ਆਪਣੀ ਅਗਲੀ ਪੜ੍ਹਾਈ ਲਈ ਪੰਜਾਬ ਜਾਣਾ ਚਾਹੁੰਦੇ ਹਨ। ਉਹ ਉੱਚ-ਵਿੱਦਿਆ ਲਈ ਪੰਜਾਬ ਜਾਣਾ ਚਾਹੁੰਦੀ ਹੈ। • use metalanguage to describe that case marking in Punjabi |

| Year 7 | Year 8 | Year 9 | Year 10 |
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| <p>narrative, recipe or description</p> <ul style="list-style-type: none"> • use metalanguage to understand and discuss grammatical structures and features of texts in Punjabi, such as subject, predicate and object, and compare with English • recognise the difference in word order in Punjabi and English, such as subject-object-verb in Punjabi and subject-verb-object in English | <p>presentation to the class, talking to a peer or negotiating with a salesman</p> <ul style="list-style-type: none"> • recognise the use of colloquial language and borrowed words, such as ਚਲੇ ਚੰਗਾ ਹੋਇਆ, ਕੰਪਿਊਟਰ, ਫੋਨ, ਹੋਰ ਸੁਣਾਓ • identify how direct and oblique case markers are used to create meaningful sentences | <ul style="list-style-type: none"> • develop understanding that the function of postpositions in Punjabi is the same as that of prepositions in English, except that postpositions are used after the noun | <p>depends on nouns and pronouns, and their grammatical gender</p> <ul style="list-style-type: none"> • use metalanguage to discuss forms and functions of language, such as identify and explain different types of adverbs, adjectives and sentence structures relating to grammatical functions (predicate, subjects and objects) |

Sub-strand: Understanding the interrelationship of language and culture

| Year 7 | Year 8 | Year 9 | Year 10 |
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| <p>Recognise and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> • explore and identify words and expressions that reflect attitudes, personal beliefs and cultural practices when addressing someone, such as ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ, ਨਮਸਤੇ, ਚੜ੍ਹਦੀ ਕਲਾ, ਤੁਸੀਂ ਕਿਵੇਂ ਹੋ? or the practice of using the English terms ‘Aunty’ or ‘Uncle’ when addressing older people • identify the significance of some Punjabi cultural practices and values, and how these shape the identity of Punjabi people • compare their own ways of using language with those of peers, thinking about how family and community shape identity and communication | <p>Recognise and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> • compare language use in similar social situations in Punjabi and English • consider the cultural significance of language associated with certain social interactions, such as wedding invitations compared to invitations to a teenage party, or greeting and taking leave from people they know • observe language choices and gestures used by Punjabi speakers and consider how to use these in their own communication • identify the impact of regional and cultural diversity on Punjabi-speaking communities especially those of India, Pakistan, | <p>Reflect on and explain how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> • discuss culturally significant concepts encountered in texts, and compare with Australian culture • examine how the languages and cultures of Punjabi-speaking people reflect strong connection with the Country/Place and natural resources, and how these can be compared to regional dialects and variations, and cultures of Aboriginal and Torres Strait Islander people • consider how one’s own ideas, practices and responses may be perceived in Punjabi and in English | <p>Reflect on and evaluate how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values, and how these influence ways of communicating</p> <p>For example:</p> <ul style="list-style-type: none"> • reflect on how the study of Punjabi has given them an understanding of the value of communicating within and across languages, and discuss the interrelationship between Punjabi, English and other languages, and how this has changed their perception about who they are and how they communicate • reflect on the observations and choices they make when interacting with friends who speak both Punjabi and English, such as switching between Punjabi and English during conversation |

| Year 7 | Year 8 | Year 9 | Year 10 |
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| | the United Kingdom, Kenya and Canada | | <ul style="list-style-type: none"> • understand how ways of thinking, communicating and behaving reflect cultural identity, and whether these ways shift over time and according to context and situation |